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ABSTRACT

This document is a guide for the establishment and maintenance of parent support groups. It is a result of a conference on building parent support groups sponsored by the Colorado State Department of Social Services which brought together professionals and parents. The suggested audiences are people interested in forming similar groups; non-profit agencies interested in structure, financing, and marketing; and existing formal and informal support groups. The document consists of 13 articles on relevant topics. Fund raising, marketing, and choosing board members are discussed in the first section. Advice on getting off to a good start with support groups, stories of successful groups, and the use of para-professionals are included in the second section. Special interest groups including Parents Anonymous, mothers' support groups, and single parent groups are also discussed. Many articles include bibliographies. An appendix gives national and state resources for program development in child abuse/neglect prevention. (ABL)

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CONNECT WITH PARENTS: BUILD SUPPORT GROUPS

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CONNECT WITH PARENTS: BUILD SUPPORT GROUPS

El Pomar Conference Center
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August 3-4, 1984

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Editor: Sharen E. Wilkerson, M.Ed.

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PLANNING COMMITTEE

Building parent support groups was the theme of the August 3-4th conference held at the El Pomar in Colorado Springs, Colorado. This conference was the result of many hours of hard work of a multi-disciplinary planning group. This cooperative effort began when the Region VIII Family Resource Center awarded a mini grant to the State Chapter of Parents Anonymous which was to be partially utilized for a statewide conference to encourage the development of Parents Anonymous. Additional funding for the conference was provided by Colorado Department of Social Services through a state grant from the National Center on Child Abuse and Neglect, Administration for Children, Youth and Families, U.S. Department of Health and Human Services. The original focus on Parents Anonymous Groups was expanded to include all parent support groups.

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- Colorado Department of Social Services
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- Denver Child Abuse Prevention Volunteers, Inc.
- Family Support Services, Inc.
- Parent Education Resource Center
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Preface

In August, 1984 The Colorado State Department of Social Services along with eight other agencies sponsored a two day conference on building parent support groups. The conference planners brought together an experienced and diverse group of formal and informal Colorado practitioners. The conference was attended by 200 people representing a cross section of the professional field, but more notably it brought together parents. This book is based on the conference. The purpose of the conference and this book is to bring together individuals with a common concern, identify major issues for parents under stress, and to offer them feasible alternatives for handling those pressures.

This book has been designed to be of use to three audiences: The first consists of anyone interested in forming a new support group. The book contains detailed information about several aspects of a group. This book is not comprehensive in form, therefore, it gives other sources of information about additional support programs. The development of networks among families and among community agencies is a hallmark of many family support programs.

The book will also be of interest to non-profit agencies which are in the developmental stage of their organization and are addressing such issues as structure, financing and marketing. The need for selecting and training new board members is important to the services of any agency, and is critical in assuring a sound beginning for a new agency/organization.

The book's third audience is existing formal and informal support groups. Each of these groups play an essential role in the lives of families under stress. Each is in a position, as a support unit, to convey an attitude to families that stresses strengths rather than focusing on problems or weaknesses. Only when the formal and informal support groups work together, pooling assets for the good of the whole - the family, can those individuals in need of help obtain the maximum that each has to offer.

I wish to express my sincere appreciation to Dave Ashmore, Jane Berdie, Milt Hanson, Janet Motz, and Madlyn Tombs who read and reviewed the manuscript. I would also like to thank them for their support and encouragement. A special thanks to Jane Berdie and Janet Motz for having faith in my ability and for planting the seed.

—Sharen Wilkerson—

I.
DEVELOPING AND FUNDING SUPPORT GROUPS

The topics in this section address issues relevant to both non-profit and for profit agencies. It is organized to assist developing agencies to think beyond the 'mission and goal', to all aspects of the business world.

Funding, marketing and a sound organizational structure are three of the major issues covered. Funding ensures that goals of the agency have an opportunity to be successfully achieved. Marketing assures that the right target population is identified in accordance with the agency's goals. A strong board reaffirms that the role of the agency will be sought and carried forward.

Chapter 1. Choosing A Board Member
by Robert E. Over

Chapter 2. Fund Raising: Planning For Small Non-Profit Organizations
by Clay Maer

Chapter 3. Nine Simple Steps to Marketing
by Sherry Maloney

Chapter 4. How Do We Develop and Secure Funding
by Elaine Gantz Berman

Chapter 1 CHOOSING A BOARD MEMBER

By: Robert E. Over

The selection of a board member is much like being fitted for a shoe. While a shoe can offer a means of transporting a person a long distance in comfort, it can also slow down and stop momentum and enthusiasm through an irritating fit. Perhaps a basic guide should be offered to the search and selection process which can be summed up in three sought-after qualities—wealth (or access to), wisdom and workers. The translation of these words takes on many variations with relevancy to needs of the agency and personality of both the board member and staff.

Selection of a board member is best done by the board itself with the chief executive officer having meaningful input into the final decision. The selection process begins with an understanding of the agency's mission statement, goals and objectives of the program, tenure of office and expectations of a board member as noted in the bylaws of the agency. Prior to the interview process, it is important for the entire board to find common agreement on the selection criteria based upon the interest so noted in the bylaws. The formality of selection fosters several qualities that are important to the overall quality of the board.

Whether the interview is done by the full board or by a nominating committee, it encourages board environment and investment. Boards which informally recruit new members through individual or personal invitation generally alienate and de-invest other board members. A second reason for supporting the formality of the selection process deals with establishing the importance of expectations and responsibilities to a potential candidate. The formal interview process, with pre-established objective questions, also eliminates the possibility for any perceived personal and negative agendas. Lastly, the formal interview process can educate the interviewer and establish, at the same time, the importance of the mission of the agency and that of the candidate's role to the program goals. Be up front with the candidate in explaining the specific reasons why s/he is being considered for the board. This honesty will establish and support the personal/professional needs of both board and staff and consequently, give strength to the board of directors.

Characteristics and Skills of a Good Board Member

To match the needs of the agency with those of its volunteer director, is to examine the values, motivation, abilities, expectations and philosophies of both entities and then to determine the quality of a united effort. Although these are accepted criteria in determining the quality of a board candidate, each agency will have to determine its own variations on these general characteristics. It is up to the reader to modify the following criteria:

Of most importance in board participation, is the high sense of interest in the program and the means and willingness to assist in the organization's goals. Time, energy, enthusiasm and determination, sometimes referred to as stubbornness, are personal qualities that support the "means" to reaching an objective. To give substance to these characteristics one must demonstrate maturity, organizational and management abilities, and above all, good judgment. Judgment may be defined as the ability to perceive and react to a situation as it relates to the whole or total context.

Practical skills which can directly relate to a program's operations may include administration and finance. As many chief executive officers have their main orientation rooted in program, business counsel can be a valuable aid. Other areas of support to staff may include personnel, public relations and programs. In most programs it is important to note that the above mentioned board skills should be shared as a means of counsel without their own direct involvement in the program.

Other characteristics and skills, needed in a practical sense, include the ability to communicate or advocate for program needs. Public speaking, letter writing, phone calling and one-on-one interchange are most often vital to an agency's existence. Fundraising for the non-profit programs is almost a necessity in the economy in which we find ourselves, while most board members are not 100% committed to raising money, a majority of volunteers should be so inclined.

The executive committee of the board of directors must have additional characteristics and skills. Foremost is the ability to lead and inspire others toward task completion because this is the committee which works most directly with staff and generally does most of the work of the board. It is important to have more available time to deal with the internal affairs of the agency. The executive committee must have the personal characteristics of objectivity, sensitivity and supportiveness toward staff.

The board member who passes all of the above characteristics and skills is indeed a desirable asset, but be prepared to train and develop these characteristics in your board.

Relationship Between Board and Staff

The quality of most programs are in direct proportion to the relationship between the Board President and the Chief Executive Officer. Trust and need are two dynamics which characterize their relationship and give energy and enthusiasm to all board and staff members. To build upon any relationship generally takes time and experience which is more a luxury than reality because of the frequent turnover of board members and the longevity of staff. Therefore, the importance of clearly defined responsibilities, as outlined in the bylaws for the board, and a comprehensive job description with accompanying authority for the chief executive officer is a necessity. Understanding each other's areas of responsibility and authority are imperative.

Most boards are either advisory or policy making in nature, and both have different functions. For the non-profit sector the policy making board is the rule and works with a staff who have the responsibility for direct management. Historically, there has been much conflict between board and staff when either crosses over into the other's area of authority without prior understanding and agreement. In essence, to build the optimum relationship between board and staff is to begin with an understanding of the function of both entities.

The board of directors has the authority to hire and fire the chief executive officer, while the latter staff person has the authority to hire and fire all other staff. Future planning and policy making is best initiated by both board and Chief Executive Officer and select staff. As the board has the responsibility to serve as "public guardians" of the community, which they represent, they have the authority to provide overall leadership. This includes adherence to the mission statement, philosophy of program, and future direction of the program.

Again, the Chief Executive Officer should be involved in all these aspects. The Board will hold the agency's physical assets, legal documents and trusts. And beyond these basics the quality of relationship is built upon interpersonal and professional skills along with the many facets of *Trust* and *Need*.

Motivating, Training and Developing a Board

From the perspective of the Chief Executive Officer the more common criticisms of a board are as follows:

"I can't get my board to do anything."

"The Board President dictates all."

"My board gives no authority to me."

"Board meetings are not well attended."

"My staff and I are always blamed for the ills of the business."

"I can't get or keep good board members."

Because of the strong interrelationship between motivating, training and developing a board, the information which follows will connect these three areas with concepts and techniques which can be considered in the overall growth and subsequent quality of a board. The burden of board strength generally falls upon the shoulders of the chief executive officer whereas, in the ideal situation, the responsibility is shared with the board president or a special committee. In any event, the chief executive officer begins with the assembly of a "board book" for each member of the board.

The board book is a concentrated informational tool which includes the agency's background material that each board member must know. It should be written in a manner which the lay person can understand and re-interpret. This book will give clarity, focus and dimension to the program's mission and thus may motivate and educate a board member. Except for the business conducted at meetings and special projects that an individual may be involved with, this book will probably represent the sum total of a board member's knowledge of the organization. In essence, the quality of this book may represent the limits of what a chief executive officer can expect back from a board member. The content of the board book should include the following information:

I. **Board Members and Responsibilities**
   - A. Names and means of contact with other board members
   - B. Ad-hoc and standing committees
   - C. Meeting schedule
   - D. Duties, liabilities, responsibilities, and a tool for evaluation of board members evaluation

II. **Legal Documents**
   - A. Articles of incorporation
   - B. Certificate of incorporation
   - C. Bylaws
   - D. Tax exempt letter
   - E. Insurance coverage

III. **Program**
   - A. Program overview and philosophy (with pictures)
   - B. Typology of client served
   - C. Program goals and objectives
   - D. Three-year plan for program
   - E. Organizational chart
   - F. Employee and/or volunteer benefits

IV. **Contract and Financial Matters**
   - A. License and contract to operate in home state
   - B. Recent audit
   - C. Budget and fee structure

V. **Other Information**
   - A. Public relations articles
   - B. Marketing strategy
   - C. Other

The board book is only a superstructure or tool with which to build a quality board. Beyond this, those who are assuming responsibility for board growth must consider development through educational principles; personal needs and expectations of board members; peer dynamics and leadership, as well as overall focus and structure.

Boards generally work best through small committees which have a specific direction or project to complete. Although the standing committees of the board are charged with ongoing tasks, it is the ad-hoc committee which has a specific goal and timeline for task completion. It is important to connect the appropriate board member to his/her specific committee. Two goals will thus be accomplished. The board member will give of his/her special expertise and feel good for the contribution and a quality product will be the outcome. It may be important to have all members of the full board of directors assigned to a specific committee.

All board members must feel needed, important and involved with the overall success of a program. The task is to learn what is important to each volunteer and then what can the organization do to encourage participation and investment without disturbing the balance of policy making and day to day management. In assessing the professional expertise and personal interests of a board member, an inventory sheet could be filled out with new and current board members. Personal interviews may also be done by the board president and chief executive officer. The interviews could best be done jointly.

Professional skills and personal interests are very different from personal needs and it is the latter which seems, many times, to be the most important to the quality of participation on a board. This need is also the most difficult to access and to deal with. While board members will admit to the need to be challenged, they will not admit to their stress level or areas of inadequacy and insecurity. A board member will honestly proclaim that his/her interest is helping for the sake of humanity. What is not said, by some, is the need for the prestige in being associated with a board or the need to make business contacts through the program's network or resources.

You may have board members who volunteer to do press releases and public activities around advocacy issues, but will not admit to the need to be recognized for personal reasons. The point to be made is that personal needs can be acceptable as long as they do not jeopordize the quality and integrity of the represented program. It is important to be sensitive to these needs and allow and encourage self fulfillment, in a subtle way, but it must also be supportive of the program's mission.

Several other techniques for board growth include orientation, meetings for new board members given by senior board members and staff and board/staff retreats. Retreats can include a wide variety of agendas such as training, problem solving, goal setting and relationship building.

Board meetings can excite and encourage or bore and discourage board participation. These meetings can be orchestrated to include guest speakers, clients, and audio-videos, along with active participation from each board member. Topical material which supports the mission of the agency along with controversial interchange will encourage participation, involvement and education. While the variety of activities in a board meeting can interest board members, they must all relate to a theme or focus for the sake of task accomplishment.

While the chief executive is often the orchestrator behind the organizational substance of a board, it is the Board President who will take charge and have the greatest impact with board members. A general rule of thumb is that a volunteer will work best for another volunteer vs. working for paid staff. This can be seen in quality boards which have strong leadership in the chairperson's position.

The Chief Executive Officer can many times be most effective in meeting with individual board members for the purpose of offering indepth information on specific issues which might require a board vote. This must be in coordination with the board chairperson.

Within the internal mechanism, that is, the bylaws, there should be a procedure to rotate directors through a limited tenure system. It is recommended that the system be flexible enough to encourage non-functioning board members to leave the board and high-performing board members to stay with the program. Board evaluations may also be a means of encouraging high performance. This must be initiated by the chairperson and can be a peer evaluation, self evaluation or both.

This section has included some ideas which may assist in motivating, training and developing a board. A summary outline follows:

1. Board book for focus and education.
2. Committees with a purpose.
3. Assessing and using board member's skills, interests and needs.
4. Orientation workshops and board/staff retreats.
5. Board meetings as a means of motivating and educating.
6. Supporting roles of the chief executive director and board chairpersons.
7. Board evaluations as a means of upgrading quality.

Although these concepts and techniques can be initiated as presented, it is advisable to develop an entire board-development plan which can incorporate these ideas and interrelate them, together with other activities which would be specific to a given organization.

Chapter 2
FUND RAISING: PLANNING FOR SMALL NON-PROFIT ORGANIZATIONS

by: Clay Maer

The Situation

A few people have come together because they recognize a need for a parent support group. They require a meeting space; a telephone listing; volunteers to answer the calls or a message machine; coffee, cups, napkins... the details begin to build one after another!

The Result

The group must have a financial base to provide these "details" so that the efforts to promote its philosophical message in the community are successful. Fund raising is the way to establish this "base".

Definition: "**Fund Raising** - The art of obtaining money or other assets from individuals, organizations, foundations or business firms ostensibly for a not-for-profit agency." (The Complete Fund Raising Guide by Howard R. Mirkin Public Service Materials Center, 1972.)

How do you begin? With enthusiasm!

Ralph Waldo Emerson

"Every great and commanding movement in the annals of the world is the triumph of enthusiasm. Nothing great was ever achieved without it."

Yes, the group has essential elements of a non-profit, a Board of Directors, a mission statement, goals, and objectives, a one, three and maybe a five year plan, a budget, staff, and volunteers. But, enthusiasm in the right mind frame makes the efforts to encourage public support and participation more effective and easier!

Recognizing Your Worth

THE PLAN

1) Know why you came to be: Mission Statement
2) Know what you want to do: Goals -e.g., to support, train...
3) Know how you want to do it: Objectives - reach how many people by what period of time - this can be measured and evaluated to see if you are achieving what you set out to do.
4) Develop a budget for one year that shows growth over a three and five year period: What it is going to cost you to do what you want to do.

First, answer the question: Why are you important? The answer is your Mission Statement. This is the message to the community that will be emphasized in all that is done. It should be a brief description of the purpose of the organization: the "issue" that needs the non-profit group expressing it. Regardless of who is approached by funding - individuals, corporations or foundations - all will want to know your reason for being. An example of a mission statement: The General Parent Support Group was formed to provide parents with opportunities to support each other through regular meetings and to provide ways for them to expand their parenting skills.

In the mission statement above, supporting parents is very important to a group of people: that is "**Why** these are important."

The next step is to define one or more goals and objectives for the group in the next year, three years and five years. These are descriptions of what you want to accomplish in those periods of time. A goal might be "to organize support groups for all interested parents" - very broad, perhaps unattainable, but your objectives for that period can more precisely describe your plan. Ex. Objective I: To set up 2 support groups in each of x, y, z geographical areas of Denver county by January, 1985. Objective 2: To provide a telephone network for parents throughout the x, y, z sections of the county by June 1, 1986.

These are the "ideas" you will "sell" to potential funders. Design each specifically and measurably. Once you have the ideas, you can decide what funds you will need to raise to best serve the community. Fund raising programs are investments in your organization. Consequently, part of the current budget (3-5 year budgets) will be used to solicit funds for future development. The **return** on your investment is the **benefit** to your organization.

Explaining Your Worth

The next part of the process is preparing the information to explain to potential funders why you need to raise money, what you are going to do with it, who will raise the money, how you will raise it, and how much you need to raise.

You may need to educate the public about the need for parent support groups through advertising or to establish an image for the group. Perhaps, you are just expanding your financial base by approaching individuals or corporations for the first time. Whatever the reason, the potential funder will be as interested in this answer as he is in your oganization's mission statement.

In order to determine how much you need to raise, look at your projected budget. Decide who or what your present resources may be; then reach out into other areas for potential sources. Be ready to say who is raising the money: The Board of Directors; the staff and the Board; Board, staff and volunteers? The funder will be more interested when you can show the participation of the Board in fund raising. Clear designations of who is responsible for what in fund raising is important to the effort.

How you will raise funds will give the funder a good idea about your future planning as well as your needs. The more explicit the plan the easier it will be to complete it and to explain it.

Accumulating the Wealth You Are Worth

Fund raising plan approaches may include:

1. Separate considerations for each
   a. Individuals
   b. Corporations
   c. Foundations
2. A yearly membership plan - near budget time?
3. An annual appeal - perhaps near a holiday-Christmas?
4. A schedule of special events
   a. Keys for success: **PEOPLE-TIME-BUDGET-EXPOSURE**

      Find people who are eager to spread knowledge about your organization. Choose a **time** that does not conflict with another event (if possible). Choose an organizing **committee** and give them an **objective** (to hire staff or buy a copier) and a goal (funds to be raised!). Make plans well in advance to insure enough time to develop thorough descriptions of duties.

   b. Deciding factors:
      1. What kind of event? How many people do you want to reach and in what way?
      2. Who will be in charge?
      3. What is the budget for the event?
      4. Who will help? Set committees, Public Relations, Volunteers, Facility, Maintenance, Financial, Entertainment, etc.
      5. How will you publicize the event? Press releases, calendar listings, public service announcements, flyers, a mailing?

One-on-One Approaches

The popular maxim in fund raising is "People give to people". Have a meeting to discuss who will approach whom. Take into consideration these points:

1. Decide who will approach the individual, corporation, foundation, a Board member, the person who knows the contact, both.
2. How to approach: letter, telephone call, personal visit.
3. What is the likelihood of that source funding you on a scale of a 1 (very possible) - 5 (not very likely) - with this information you will have a better idea about how to proceed in the approach.
4. For how much will you ask?
5. What is the need to be funded?
6. By when will the person requesting the funds require an answer?
7. Always take a pledge card on any visit with an individual. At a corporation/foundation, community meeting bring a brochure that includes the ways that the funder may contribute to your organization. A checklist including contribution $25, $100, $250, $500, $1000, other.
8. Who will follow-up on future calls? The Chairman of the Board? The person who first approached them?

Although sometimes it is "someone" who knows "someone" who will get you through the funder's door, the true selling attribute that accomplishes results is the enthusiasm of the person making the appeal. The eagerness that person expresses in describing interest in the organization will "sell" your "idea" (what you want to fund) to the funder!

Be creative in your planning and concerned with detail throughout all areas of your fund raising. Remember to **THANK** anyone, anywhere in some way for helping you achieve your goals. After an approach or an event, **EVALUATE** the whole process and the results. An open consideration of all details will make the next fund raising effort even better!

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Chapter 3
NINE SIMPLE STEPS TO MARKETING

by: Sherry Maloney

Marketing techniques have been successfully implemented in the profit sector since the end of World War II but few non-profit organizations incorporated these techniques into their planning strategies until recently. Today, the non-profits have discovered that they have become competitive with one another. They are competing for the same donations and volunteer time. In order to assure survival, they must begin to use the basic principles of marketing.

Marketing is a positive way to approach any project, be it educating the public to your needs or planning a fund raiser. It is an organized process that includes an analysis of your organization and the "market" you wish to reach. Marketing attempts to fulfill the needs of all parties involved. Successful marketing accomplishes a "mutually satisfying exchange" between you and your targeted markets.

Non-profits have two markets with which to develop an exchange: the donor market and the client market. Each market is completely different from the other thus creating the need to develop different marketing strategies to successfully reach both. The process used for these two markets is the same.

The following is a simplistic, step-by-step path to a marketing plan. It is the beginning to a more organized way of looking at your organization and its future.

1. **Identify the organization's "ultimate goal":** This is not as easy as one may think. It should state why your organization exists. Board, staff, or committee members may have totally different views of the organization. The "Ultimate Goal" is the one step that the entire group must agree upon before the next step can be taken.

   EXAMPLE: A) Any fund raiser's Ultimate Goal is to make a profit.

   B) An organization that is involved in counseling high risk parents may think their Ultimate Goal is to train high risk parents how to stay in control and avoid abusing their children; to make better parents out of them. This is definitely a goal of the organization but its' whole purpose of existence is to protect children.

   Every decision made from this point forward must always have this ultimate goal in mind.

2. **Do an internal analysis of your organization:** It's important to know your past success and failures to avoid "re-inventing the wheel". Know where you've been, where you are now and where you want to be in the future. Identify the needs of your organization. Money? Volunteers? Site location? etc. Once you know the organization's most pressing needs , you can begin to identify the potential markets that can help fulfill those needs.

   You must also identify what your organization has to offer others. (The Exchange) Your needs cannot be fully met unless you give something in return. List all the benefits your organization holds. This benefit list will be different for each market.

   EXAMPLE: A shelter for battered women may have a need to expand their facilities in order to protect more women and children. They need a sizable sum of money to accomplish this task. Donations from the community help but larger donations from a few corporations or local businesses would accomplish the task much quicker. You must put together a "bundle of benefits" to carry to these businesses before you can solicit their support. You can offer them the obvious tax deduction for their donation but even more exciting, you could offer them stress management workshops for their employees in return for their donation.

   If this same organization had a need for volunteer counselors, they could offer their potential markets training in counseling techniques, pride in knowing their volunteer time really helped someone, etc.

3. **Identify all potential markets:** Dream a little during this exercise. This is a time to explore all the possibilities regardless of how unreachable they may appear. Don't think only of what has been or what probably will be, but dream of what could be.

   Analyze the wants and needs of each of these potential markets. The more you know about them, the more successful you will be in developing strategies to market your organization to them. Also, after careful analysis of each potential market, you will discover some that can be eliminated. You cannot be all things to all people.

   Narrowing the list of potential markets down to a few will more effectively meet the needs of both parties. This is called targeting your markets.

4. **Develop your product:** Return to the benefits list that was created during your internal analysis. These benefits become your product. You have identified your target markets and their wants and needs. Now you must mold

your benefits into an attractive package that fulfills their wants and needs. Be Creative!! Remember, Revlon sells the promise of beauty not make-up. Mercedes Benz sells prestige not transportation. Your product is only what the market perceives it to be;, not what you think it is.

5. **Determine the price of your product:** This step must be carefully balanced. If your product is costly, you will not succeed. Price is not just actual dollar and cents but also the time one must spend to get involved and/or the risk of involvement.

   EXAMPLE: If your ideal volunteer is a Senior Citizen, the location of your facility is in a high crime district, and you want them to volunteer their time from 7:00 P.M. to 10:00 P.M., your price may be too high for the "bundle of benefits", that you have to offer. They may fear the risk of danger.

   Another less obvious example of risk is when a corporation runs the risk of association with your organization. When they give a donation of money, they also give credence to the problem your organization is combating. This risk of association may be too high.

   On the flip side of the coin, don't price yourself below the market value either. You could be perceived as less than top quality if you do. This can be just an dangerous as being too expensive.

6. **Decide how your product will be distributed. (Place):** The place where a volunteer must do his/her work or the method used to solicit donations are both considered distribution decisions. This is a very important component of the basic marketing mix. If it is not given equal consideration and balance, you could be setting yourself up for failure. A great example follows:

   EXAMPLE: A community education program was designed for low income residents with a lower than normal level of education. This program contained all the right elements to help these individuals better themselves. It was free, had a quality volunteer staff and the location was at the community college campus. The problem was--very few attended. Why? Research discovered that their target market (low income, low educational background individuals) were very intimidated by the campus environment. To solve this problem, the program was moved to a setting within the residential area of the targeted market--a church meeting room--and success was had by all.

7. **Analyze your competition:** Now that you know what your product is and to whom you want to market yourself to, you must consider all competitive elements facing you. You cannot develop a good promotional package if you don't have a clear understanding of all the options available to your targeted markets. Many non-profits make the mistake of thinking they have no competition. WRONG! Competition comes in many forms. It can be another non-profit that provides a similar service and it can also be time, recreational activities, or even family members. The more you know about the competitive factors facing you, the easier it will be to develop your "competitive edge", the features that set you apart from all the others. This competitive edge will become the main element in your promotional strategies.

8. **Develop your promotional strategies:** This is the step most organizations think of when they think of marketing but it is actually one of the last steps in the marketing process. If care is not taken to going through the process step-by-step, there will be a greater risk of failure.

   If you have identified who your target market is, what their wants and needs are, and what "bundle of benefits" you have to offer them, developing a promotional message aimed at them will be much easier. The message will be custom made for your target market.

   The message should be easy for them to understand, easy for them to identify you with and easy for them to recall.

   EXAMPLE: Wendy's is a perfect example of a beautifully designed message: "Where's the beef?" Three simple words tell us everything we need to know.

   The medium in which the message is delivered is also an important decision. Once again the information you've gained about your target market will help you in selecting the correct medium for your message delivery.

   EXAMPLE: If you wish to contact the top ten corporations in your area, you would certainly not deliver your message by way of the radio or television. Personal contact and/or direct mail would be far more effective.

   If you wish to deliver your message to a majority of the teenagers in your area, you would probably be successful by delivering your message on a local rock radio station rather than an adult station or newspaper. However, if your message was designed to reach the parents of teens, the adult station and/or newspaper may be the delivery system to use.

9. **Evaluate your effectiveness:** Measure your success or failures and learn from them. Incorporate this evaluation into your plans for the future.

The nine steps presented in this report have been described in a very simple manner. Marketing need not be as in-depth as one may think. A small fundraiser can use these simple steps to assure a greater chance of success as much as a major campaign. The depth of each step is an individual organization's choice.

For a more in-depth understanding of the principles of marketing, I strongly urge you to visit the library on your college campus or your public library. Be aware of all the resources you have available to you: business professionals, service organizations, and community contacts. Use every tool you have. The more information you have before you, the greater your chances of accomplishing your goals.

Chapter 4
HOW DO WE DEVELOP AND SECURE FUNDING?

by: Elaine Gantz Berman

Before I address the subject of today's talk, I would like to give you a brief background on philanthropy in the United States and, more specifically, in Colorado.

Foundations have been described as large bodies of money completely surrounded by people who want some. The image, of course, is one of an infinite number and variety of needs, each seeking to capture a significant portion of a limited resource and this is very much the case. Foundations in the United States, in fiscal year 1981, distributed approximately $3.8 billion. Throughout the country, there are approximately 22,000 active grantmaking private foundations and an additional 88 operating foundations which do not award grants. Foundation giving represents a relatively small amount of all philanthropic contributions to the independent sector, however. Over 90 percent of funds come principally from individuals, corporations, and bequests.

Foundations come in different sizes, and relatively few foundations, approximatley 100 out of 22,000 that exist in this country, grant more than $2 million per year. The assets of these 22,000 United States foundations are in the neighborhood of $35 billion. By comparison, some leading corporations such as AT&T have assets of $74 billion; Bank of America $60 billion; and Prudential with $39 billion. Most foundations have assets under $5 million and, although they may vary with market value, approximately 40 have assets larger than $100 million. Most foundations, 65 percent, restrict giving to their own state.

In terms of funding trends, foundations place a strong emphasis on funding within the general welfare category, a category which now accounts for 28.4 percent of the total dollars and 34.1 percent of the total number of grants reported. Giving to direct service agencies (including a wide variety of social service agencies as well as other organizations providing direct services such as scouting groups, recreational agencies, and employment services) has **risen** steadily from 4.6 percent of dollars reported in 1980 to 9.9 percent in 1983. Educational institutions continue to be the primary recipients of foundation grants, receiving 33.9 percent of the dollars reported in 1983. This percentage represents, however, a significant drop from the 1982 level of 42.5.

As most of you know, foundations concentrate their giving almost exclusively to the nonprofit sector. What do we know about the nonprofit sector? First of all, the nonprofit sector is big. An estimate by **The Foundation News** puts the number of active organizations at approximately 124,000 as of 1982. This means that there are 1-1/2 times as many non-profits as there are units of government in the country including school districts and other special districts. These organizations are not only numerous; they are also a major economic force. A survey conducted by **The Foundation News** indicates that the nonprofit service sector had expenditures in 1982 of $131 billion. The Labor Department data suggest that the sector employed approximately 6.5 million people. This means that the sector accounted for about 5 percent of the gross domestic product, employed five times as any people as the automobile industry, and accounted for 1 of every 5 service workers in the United States.

The nonprofit sector is not only large; it is also exceedingly diverse. It includes multi-million dollar hospital complexes and tiny complexes and tiny community-based organizations, major research universities, and small day care centers. However, as you would expect, the resources of this sector are not distributed evenly among its members. For example, one set of organizations, the hopitals, account, by themselves, for over half of the sector's expenditures, although they comprise less than 3 percent of the sector's organizations. Universities with less than 2 percent of the organizations account for another 16 percent of the expenditures. This means that 4 percent of the organizations control 70 percent of the resources. (Foundation News, July/August, 1984)

Let's now focus on Colorado. In Colorado, there are over 250 foundations. Only a handful grant more than $1 million a year. The total foundation support in Colorado is approximately $25 million. Few foundations have staff with time and expertise to thoroughly evaluate the many proposals that are submitted. Foundations vary greatly from one to another. There are differences in grantmaking interest. There are some foundations solely committed to cancer research. Others support only children's programs and services. There are foundations that believe that the reason for being is to support the important and traditional institutions of our society and others equally committed to social change. When you keep in mind the fact that foundations are really a very small part of the philanthropic picture, combine that with a rather pessimistic outlook for the future of foundations, and realize the individuality of each of these privately controlled public trusts, then you can fully acknowledge the complexity of the problem before you if you are a grantseeker.

Let me tell you a little bit about The Piton Foundation. The Piton Foundation is a relatively new foundation in Colorado; we've been in existence for about 9 years. The Foundation is committed to fostering community processes and developing resources which enable citizens to come together to solve community problems. We believe this requires private sector accountability to human needs and involvement in the community processes which reflect or respond to these needs.

The Foundation promotes the development of strong cooperative relationships between the public and private sectors with an emphasis on local involvement and self-determination. We are particularly interested in improving conditions for those inadequately served by institutions in society, increasing the ability of people to control the decisions that affect their own lives, and strengthening the nonprofit voluntary sector. In all program areas, the Foundation is interested in funding projects that fulfill one or more of the following criteria: 1) provide essential support organizations operating within the Foundation's areas of interest; 2) identify and address critical community needs; 3) improve the operating efficiency of nonprofits; 4) leverage other financial and community resources to address community problems; 5) promote and expand volunteerism; 6) promote self-sufficiency or stability of income sources; 7) address root causes of community problems; 8) advocate policy and systems changes when appropriate; 9) promote projects initiated by the people most directly affected; and 10) increase opportunities for personal achievement.

The first question that most people ask when they are looking for funding is, **"How do you go about finding out who gives money?"** There are several resources that are readily available. One of them is the **Colorado Foundation Directory which is published annually by the Junior League.** There is also a Foundation Directory in most public libraries which lists all the foundations registered in the United States. There is a membership organization called **Council on Foundations which publishes newsletters and other information which you might find helpful. The Foundation Center, located at 79 Fifth Avenue, New York, NY 10003, also provides information on trends in giving, names of foundations, and local resource people who can give you additional information about your local area. In Colorado, the Pikes Peak Library at 20 N. Cascade Avenue in Colorado Springs, and the Denver Public Library at 1357 Broadway,** have sections on foundation information.

The larger foundations publish annual reports. It is important before submitting an application for funding that you have a good idea of what the areas of interest are of a particular foundation. In order to obtain an annual report, you can either telephone the foundation or write a brief note requesting it. Annual reports describe the priorities of the foundations and the types of projects they do and do not fund. Many foundations, for example, do not fund capitol or building projects. Some foundations prefer not to fund research projects and others do not like to fund ongoing operational support. Most foundations have a certain geographical area to which they limit their funding. To save yourself some time, and in order that the proposal you submit will most accurately reflect the interests of a particular foundation, you should fully review the annual report and make sure your project fits into the foundation's priorities. Smaller foundations will not publish annual reports and you will have to depend on the Colorado Foundation Directory to give you information on their area of interest.

You will want to note what the application procedure is for a particular foundation and what the deadline is for reviewing the application. Many foundations hold regularly scheduled board meetings, either quarterly, twice a year, or annually. You will want to keep this in mind when submitting your request in order that you not miss a funding deadline. In terms of application procedures, some foundations prefer that you first submit a letter of inquiry describing the purpose of your project, substantiating its need, and noting the funding level you are requesting. There is no point in spending a lot of time developing a good quality proposal if you do not know whether a foundation will be interested in the idea. Therefore, a letter of inquiry allows the foundation to take an initial look at the idea and they will be in contact with you. After reviewing this letter, if the project is within the interests of the foundation, they will then ask for a full proposal. Follow carefully the guidelines for the proposal that are specified in the annual report. While many of these guidelines are similar among foundations, some do request different information. It would be advantageous to you as a grantseeker to make sure that all the information is included when you first submit the application. Timing for funding decisions varies a good deal among the foundations. I would count on approximately 6 months from the time you submit a grant request until the time you get word on the decision.

One of the criteria that foundations will use in evaluating your grant proposal is whether or not you have a diversified funding base. It is important that a program not become dependent on one principal source of funding in case that funding falls through. The foundation will want to know that your program will continue even if one primary funder discontinues support.

In addition to foundations, there are other sources of income for nonprofit groups. These include corporate giving programs as well as individuals. Most large corporations have a corporate giving program. You will find some information available in the Denver Public Library regarding corporate giving programs. In addition, you might want to keep your eyes open when you review the newspaper on a daily basis for companies that are philanthropic in a given community. For example, you may read that Target stores have contributed 'X' dollars to a particular cause. You could compile a list of companies who contribute in your community and determine if your program fits within their interests. You could do this by initially telephoning to find out if they have a public relations person or corporate giving program. If, however, you have a small staff, you may want to consider the amount of time that it will take to work with industries and companies that may tend to give small donations.

One should never forget the large number of individuals who are philanthropic in a community. Keep in mind that the majority of philanthropy comes from individuals and not from corporations or foundations. Fundraising projects and individual solicitation can be a very important source of funding for your program.

In closing, some underlying principles you may want to consider in approaching a foundation include:

1. Be honest about the need for funds and do not overstate the need. If conditions change, advise the funding source.
2. Be sure that the cost benefit of the foundation's investment is clearly stated. If possible, give unit costs.
3. If possible, do not submit a proposal cold without some preliminary discussion or a preliminary indication of interest from the foundation.
4. Utilize your Board of Directors and trustees who may know a foundation or trustee on a foundation Board. Be cautious not to use power plays.
5. Be aware of other programs or services which address the same or similar problems in your area. Be sure you address the issue of networking with other agencies in your proposal.
6. Follow the outline which is usually printed in the foundation annual report. Answer all the questions specifically and include all of the enclosures requested.
7. Always submit your progress reports and the final report to the foundation on time. Include with your final report an evaluation of the project which is specific and measurable.
8. Network with other agencies and include them when possible in your project as appropriate.
9. Advise other agencies or persons if you mention them in the grant as a resource or an authority. Make sure they are clearly aware of the intent of your grant proposal and when it was submitted.
10. Be aware of your agency's past history in funding a particular project and in knowing what projects may or may not have been funded by the foundation earlier. Be aware of reasons why a foundation might not have funded an earlier project.
11. If you are part of a larger agency, be knowledgeable about other contacts with the foundation that staff may have had. Coordinate your approach to foundations and corporations within the agency.
12. Make sure there is a primary contact person identified as the liaison with the foundation or corporation concerning all matters related to your proposal.
13. If you are a new organization, it is helpful to have a Board member accompany staff for an interview or site visit with the foundation.
14. Make sure the agency's management capabilities are clearly spelled out.

II.
BUILDING AND MAINTAINING SUPPORT GROUPS

When starting anything new (including, a group), getting off to a good start is essential. Therefore, a certain amount of structure is necessary. In Chapter 5, Dick Wulf describes the elements of a "good start", including establishing goals and norms and expectations for behavior. Just as this structure is needed, the sharing of information is important. Communication helps cut through red tape. Each of the "success stories" shared in this section relates instances of the birth of a new support group, the cooperation they received, and how it developed through membership participation.

Fortunately, many people are willing to invest time and energy in an effort to help others. An example of volunteer effectiveness in lessening parental stress is explained in Chapter 7. Ms. Sandoval describes a program which trains and uses volunteers to act as home visitors to assist parents with parenting needs until they learn the skills that will enable them to effectively handle crisis situations on their own.

As you will see, there are many kinds of support groups each striving to meet the needs of those who participate in them.

Chapter 5. Starting Right With the Small Support Group
by Dick Wulf

Chapter 6. Parent Support Groups: Making "Success Stories Happen"
by Jacqueline A. Wald and Debbie Uhler

Chapter 7. Parent Support Systems: Using the Para-professional
by S. Christine Sandoval

Chapter 5
STARTING RIGHT WITH THE SMALL SUPPORT GROUP

by: Dick Wulf

Without a proper beginning, the small support group is headed for failure. Essential things omitted at the start rise later to defeat small group success. The assumption that getting off to a good start merely means that people in the group talk to each other is short-sighted and dangerous. Two things must be addressed thoroughly during the first few meetings of a small group. The first thing of critical importance is **establishing a very clear purpose, usually in the form of a short, easily-remembered phrase.** The second critical task is **helping group members know what will be expected of them, both individually and as a group.**

These two things may sound basic and simple, but they are often dealt with superficially. What appears as intuitively obvious to the group helper is often not so clearly understood by group members. If the above two areas are not carefully addressed and tested, group failure is probable and almost certain.

People in small groups must know clearly why they are getting together. Otherwise, there is no way to make a deep commitment or to determine appropriate behavior. Therefore, **the first thing a helping person does is help the small group establish a clearly understood purpose for being.** If each member of the group is to be highly motivated, the group must decide to do something of critical importance. If the purpose of the group does not touch the urgent needs of members, they will not pay the cost of membership responsibilities when things become uncomfortable. Failure will result because of low group participation.

A group purpose statement should be as specific as possible without overly restricting the focus of the group. Hard-to-reach groups often need global purposes, such as "to have fun" or "to feel better" or "to get things off the chest". But people who are aware of their needs will respond best when group purpose addresses specific payoff or results, such as "to help one another enjoy parenting". (Parents who are constantly getting too angry, too disappointed, or too embarrassed should respond well to such a purpose statement. It clearly spells out what is in it for them if they participate. Since they can admit their needs, they can see that such a group might be helpful.)

The goal of the group helper is to suggest a purpose for the group to adopt. It should closely connect with felt needs. Then motivation to join the group will be high. This is the concept of scratching where it itches, or soothing where it hurts.

A successful group will adopt a group purpose that is collective, a purpose that cannot be accomplished by individuals working alone. Therefore, group purposes can often be more substantial than individual goals. It is the specific opportunity to help each other succeed that gives the group more power for a higher or more difficult purpose.

The offer of service, or invitation to join a specific group with a specific purpose, is the helper's first move in getting a parent's support group off the ground. The group experience offered must **connect** felt need with a purpose that can best (only) be accomplished by a group of people working together.

Thus it is not good to say, "The department is getting together a group of people who have problems similar to yours." This statement, while true, does not address any reason for being together, purpose or outcome. It only addresses the activity of meeting, or gathering together, and the criteria for membership. It emphasizes "the department" and leaves people to infer that others in the group will be working on solutions rather than meaningless complaining. The outcome of group effort must be the main consideration if people are to willfully join and work hard in the small group.

Second, the group purpose dictates appropriate group behavior. Essentially, behavior which takes the group in the direction of the group purpose is appropriate; that which detracts from accomplishment of the group purpose is not appropriate.

The group members' need for (interdependence upon) one another to accomplish something corporately and personally significant places definite expectations on behavior. These behavioral requirements must be discussed generally in the first few meetings so that group members can, in a general way, commit to carry them out. They must be specifically addressed throughout the life of the group. The question, "What do the group members need to do with one another to move group process toward the purpose?" must be continually on the mind of the group helper.

This need to work together to accomplish critical things calls for such behaviors as regular attendance at meetings, empathy, sharing of private thoughts, feelings and advice, and a host of other practical individual and group behaviors. Such mutual needs give the group its cohesion.

In summary, the group helper will want to make certain that the group define a purpose and understand needed behavior right at the beginning of the group experience. Therefore, in the first few meetings the group worker will want to propose a group purpose; help the group revise it if necessary; get each individual member to vocally commit to work with the other group members toward the group purpose; discuss needed group member behavior in the areas of attendance, verbal and emotional contribution, contact outside of group meetings, mutual helping, etc.

These tasks of group leadership should not be abandoned until the group purpose clearly permeates group content and process; attendance is regular; and members are helpful to one another.

The group worker must do his or her best to help the group function successfully as a small society that helps its members. This skill cannot adequately be taught in a short paper, but it is a good guideline that 90% of worker comments should be directed toward the group rather than toward individual group members. This little rule will direct help to the group, prevent the helper from doing individual counseling with a group audience, place expectations on the group to become a helpful community, and steer worker comments into the teaching of skills. If the worker can help, the group itself will be able to handle the needs of individual members. Such help will be more normal than dependency upon a helping professional.

Throughout the group's existence, the group worker will help the group and its members learn the personal relationship skills necessary for a successful group experience that accomplishes the group purpose. These skills will transfer to life outside the group once they are learned, practiced and internalized during the group sessions. In addition, the group will help in ways that cannot be copied by individual effort. This will teach members to depend upon important people in their lives and to work with others to accomplish the more difficult tasks and solve the more difficult problems of life.

Chapter 6
MAKING "SUCCESS STORIES HAPPEN"

In each of the following "success stories", the military services displayed their cooperative effort in establishing support groups for military families. The military has made a concentrated effort to assist families in stress and to encourage healthy family lifestyles.

View of a Parent: by Deborah K. Uhler

Parents Anonymous of Fort Carson started two years ago as a result of my needing a support group. I had attended P.A. in another state as I realized my parenting skills were lacking. After moving to Colorado, I had heard of six children dying due to abuse within the first six months of being there. I started checking around to see what was available for myself and other parents who wanted help with their parenting. I found nothing on Fort Carson at all. So, I decided to start a group. The group had an easier beginning than most support groups because of the military setting. I went to a chaplain and asked him to sponsor our group and he agreed to provide the child care and any flyers or materials needed. I found another chaplain's wife to be the sponsor. She had a degree in social work and she was anxious to do something in her field, since she was not working.

At first, the group was not very stable, but was able to keep going with only two or three people at each meeting. Within six months, we had a fairly stable group.

Another strong point in the group is Parents Anonymous Evening Out. Child care is made available one evening per month so couples can spend time out or at home without the children and without the expense of the child care. This is designed to allow the couples to enhance their relationship.

Recently, our group has taken another direction of focus. Our first sponsor left and our new one has led the group in thinking how they were parented and how that has affected their own parenting techniques.

Our group now consists of seven or eight regular attenders. Each week they work hard on their parenting skills and how they can improve from week to week. We have developed great trust in each other and help each other with ideas that have worked for us.

View of a Professional: by Jackie Wald

Child abuse, neglect and incest are complex problems requiring anything but an easy solution. Just as there is no one reason why families experience this difficulty, there is no one way to resolve the problem. Often, more than one type of treatment or service is needed to improve a family's level of functioning.

There is seldom a single individual, agency or profession that has all the necessary knowledge, skills or resources to provide all the services needed by families where child maltreatment occurs. However, **effective change can be brought about by combining the efforts and energies of various disciplines.**

One service which can be very effective is the self-help group. A self-help group is a gathering of people with a common difficulty, situation or need exchanging mutual assistance in an effort to resolve the conflicts created by this common difficulty, situation or need.

Self-help groups develop for a variety of reasons, two being the lack of adequate professional help and the recognition that some people feel more comfortable around others who are experiencing the same problem.

Self-help groups can be very effective if used to encourage healthy coping techniques through such methods as empathy and understanding. However, self-help groups should not be considered a replacement for therapy. Rather, when professional help is needed, support groups are a valuable resource in addition to, and as a reinforcement of therapy.

Parents Anonymous, or PA, is an example of an effective self-help organization. PA emphasizes peer support and assistance. Parents with an abuse problem attend weekly meetings where they can share experiences and feelings in a non-critical, supportive atmosphere. In addition, its members provide support to each other outside group meetings. Members exchange first names and phone numbers and are available to each other during times of stress or crisis, regardless of the hour.

Older members take responsibility for newcomers and as the newcomers begin to "connect" with the group they also accept responsibility for developing an atmosphere where others will feel comfortable. All are given the opportunity to express their feelings and share experiences knowing they will not incur anger or condemnation for their thoughts, feelings or actions.

By participating in the group, parents can learn to be more responsible and more positive. This is accomplished in the self-help group by parents modeling themselves after others in the group who have proven it is possible to stop hurting their

children. Additionally, this goal can be accomplished by allowing free expression of thoughts and feelings, by learning to deal with anger and redirect it, and by helping to break up the isolation many of these parents experience.

PA groups have a professional sponsor who is knowledgeable about child maltreatment, the stresses leading up to it and the consequences. These sponsors, who are often in the social services profession, provide assistance in crisis situations and support to the chairperson (the parent-leader of the group) both during the meetings and between meetings. This sponsor must be someone who is accepted by the group. Qualities a sponsor should possess include empathy, gentleness, patience, emotional stability, reliability, openness and the ability to identify and, if necessary, deal with crisis situations. Additionally, the sponsor should be nonjudgmental, nonauthoritative and knowledgeable about resources available in the community. In short, a person who has personal energy, an ability to reach out to others and a commitment to the goals of PA would be an ideal sponsor.

PA groups also have a chairperson, a parent with an abuse problem that has been selected from and by the larger group. This person should be able to function as the group leader, needs be sensitive to the feelings of others, needs to be able to draw from her/his own experiences, must be someone who has become strong through the group and must be able to avoid a judgmental or punitive attitude.

For me, beginning a PA group was both challenging and rewarding! I began by recognizing my strong commitment to families with an abuse problem, whom I cared for deeply. I realized that as a child protection services (CPS) worker I did not have time to offer as much (of myself) as I would have liked. So, upon learning about PA, I became determined to help these families in another way.

Unfortunately, I did not have a "Chapter Development Manual" to guide me in setting up the group. Fortunately, however, I **did** have wonderfully supportive people on the PA Board of Directors to help me. They took the responsibility of locating a parent interested in becoming a chairperson, (elected by the group.) We talked by phone a few times and ultimately decided we wanted to give it a try and set a date and time for our first meeting.

I then began by locating a meeting place in a Chapel. The Chaplain not only supported me in that area, he provided our group with a much needed babysitting service. Throughout the 18 months I was a sponsor it became necessary to locate additional sitters, which I did by contacting college students and women's groups. The PA Manual lists other possible locations for meetings, as well (i.e., YWCA, public schools, community centers).

Next I began to publicize the group meeting by placing posters in churches, grocery stores, pediatric clinics, child care centers and so on. I also contacted nearly every professional or agency I was aware of who might be in a position to make referrals (i.e. courts, Department of Social Services, child protection teams, doctors, emergency rooms, and therapists).

I then thought I was ready and anxiously awaited the first meeting where I knew many parents would be. However, no one showed up; not even the chairperson (who had forgotten the date). This went on for about three weeks. Finally, one couple showed up, then another parent and another.

Now I knew all was well and that I could help others beyond my professional position, but, some members didn't **trust** me. **How could a child protection service worker care about them when they were the ones making their lives miserable?** We resolved this distrust issue by discussing the need to accept responsibility for our own feelings and actions and I promised I would be there for them for as long as they wanted me. Things didn't change overnight, but, after I continued to **demonstrate** my genuine caring for them, they grew to trust me.

Demonstrating caring comes in many forms. Examples are:

- **positive regard for others**
- **being on time to meetings**
- **staying late when needed**
- **being available at all hours**
- **noticing parents' changes**
- **sharing**
- **bringing cookies**
- **participating in activities with group members outside of the group**
- **gently confronting when necessary**

Although this article does not address everything you may need to know about starting a PA group an maintaining it, I do hope it spurs your interest.

It truly is a wonderful experience to be a PA sponsor as I am reminded every year (for the last eight years) when one of the women who was a chairperson sends me a Christmas card and pictures of the kids. I was once afraid that those kids might not reach their adolescence. Rewards like that can not be bought. They are real and wonderful.

Parent self-help groups such as PA, **DO WORK!** I saw it happen with my own eyes. Think about it. **Why aren't you considering a group in your community?**

Chapter 7
PARENT SUPPORT SYSTEMS: USING THE PARA-PROFESSIONAL

by: S. Christine Sandoval

> Our professionals and our instincts inform us that our most central goal should be the support and buttressing of the institution of the family so that it may achieve its goal of producing healthy and productive citizens, our children, as they grow into adulthood. (Colorado Commission on Children and Their Families, 1978).

The physical and mental health and well being of our children is of vital importance to the future of our society. The social programs currently available usually target the school age or nursery school population. However, research indicates a child's intellectual ability and emotional stability are determined during the first three years of life. These first three years are generally spent with the parents as primary, if not solitary, caregivers.

For many parents, this period of birth and infancy, during which so much significant child development is occurring, can be a period of great stress. Increasing economic pressures, changing family configurations and increased mobility and isolation have eroded traditional supports which in earlier times have fostered healthy family development. We are seeing in recent years the results of this erosion of support in statistics relating to increasing personal (family) violence, school failures, youth unemployment and teenage pregnancies.

Child abuse occurs when:

1. **The family is isolated from support systems (family, friends, churches, community resources).**
2. **The family is in crisis (money problems, alcohol or drug abuse, unemployment).**
3. **The parents are unprepared for or have unrealistic expectations about being a parent (teen parents, parents who have been victims of abuse themselves).**

Parents have the responsibility and ability to nurture their own children. However, often times due to factors such as isolation, stress, fear, lack of knowledge of parenting skills and lack of crisis management skills, parents need help to adequately bond with, and nurture, their babies. It has been proven that para-professionals from the community can often provide more meaningful intervention with families in need than professionals, such as social workers, psychotherapists, and public health nurses. And the cost savings of using para-professionals vs professionals is significant.

Para-professionals from the community tend to be successful in intervention for several reasons. First, because they are from the community, they are in tune with the value systems and lifestyles of the community. As mothers themselves, they have been through the very real "hard times" of childrearing and can intervene from a truly empathic, rather than merely sympathetic point of view.

A vital part of the para-professional's or home visitor's role is to visit the parents in their own homes, on their "own turf", rather than asking the parents to come into a neutral or clinical setting. Visiting in the home validates the importance of home and family and also takes into account that more natural family interaction occurs on familiar territory.

The goal of the home visitor is to establish a supportive and dependable relationship with her assigned family. During the visits, the home visitor provides several functions including:

1. **A warm, emotional support system**
2. **Educational information on pregnancy, nutrition, and child development**
3. **A link to community networks, both formal and informal.**
4. **A parenting role model.**

Home visitors attempt to help families meet basic needs first, then help families become aware of choices they have for further help. A major part of the home visitor's role is aiding families in networking with already existing informal and formal support systems or helping them create their own support systems.

The home visitors are often the only external "agency" to have the trust of the families. The home visitors are assigned to families and visit these families on a regular basis. The frequency of visits and the length of time the service is provided is based on the needs of the family.

The needs of the individual family must, of course be identified, before help can be obtained. Home visitors are trained to help families identify and prioritize their own needs, as the families see them, rather than to identify needs from the home visitors' view.

Sources of informal support for parents may include the following:

Neighbors	Relatives	Other Parents
Friends	Godparents	Grandparents

Sources of formal support may include:

Public Health Nurses	Social Services
Mental Health	Civic Organizations
Colleges	High Schools
Teen Parent Programs	Daycare and Preschool
Hospitals	Nurses
Doctors	Community Centers
Employers	Churches

Possible support systems parents may be educated to use or consider may include:

Prenatal programs	Parent support groups
Parent education classes	Infant drop-in centers
Babysitting co-ops	Crisis care center
Telephone hotlines	

The para-professional home visitor is trained to look for family strengths and build on them, rather than assessing families from a problem-oriented approach. The concept of empowering families to self-problem solve recognizes the inherent strength of the family unit and the ability of the families to grow, learn and become healthy.

In supporting the families to help them become healthy, the home visitors provide both tangible and intangible services. Tangible services to families are usually provided heavily, at the onset of the case, as needed, the client is weaned as self-sufficiency increases.

Some examples of tangible services include:

transportation to clinics, to obtain food supplements, to welfare and housing authority offices

translation for mono-lingual, non-English speaking clients in contacts with other agencies

walking through step-by-step processes in obtaining aid from other sources (food stamps, welfare, unemployment, medical)

Intangible services may include:

nurturing the mom/dad via bringing gifts, giving praise, giving hugs, being available by phone

enhancing parent/infant attachment by role-modeling, parent education, teaching to read baby's cues and appropriately respond

Positive outcomes from successful family visiting will involve referrals to social service systems and informal support networks, regular immunizations and well-baby check-ups, an in increase in the parent's self esteem a decrease in both the emotional and physical needs of the family and positive interaction between the parents and the infant.

III. SPECIAL INTERESTS GROUPS

The conference included several sessions on 'Special Interest Groups'. This section has been devoted to several of those. One of the themes that runs through this publication is "there is help for people in need." A part of this section focuses on the "nuts and bolts" of the formal and informal support groups and the role they can play with families experiencing pain and stress. It also takes a look at the need for support groups, the different types of support groups, and the kinds of support they have to offer.

Chapter 8. Informal Helping In Prevention of Child Abuse and Neglect
by: Judee Filip

Chapter 9. Parents Anonymous
By: William I. Johnson

Chapter 10. Support Groups for Parents of Troubled Adolescents
by: William Bane

Chapter 11. Fulfilling a Need: A Mothers' Support Group
by: Georgia M. Garland

Chapter 12. Single Parent Families: A Social Problem or Not?
by: Madlyn D. Tombs

Chapter 8
INFORMAL HELPING IN PREVENTION OF CHILD ABUSE AND NEGLECT

by: Judee Filip

More child abuse and neglect is being reported now than human service agencies have staff or money to investigate or treat. It is essential that those of us concerned about this problem consider how we might be agents for the prevention of child abuse and neglect. We need to look at our churches, communities and ourselves, as well as our formal social welfare systems, for some creative answers to the increasing needs of families in crisis.

Update on Child Abuse and Neglect

Statistics from the 1982 National Study of Child Maltreatment of the Children's Division of the American Humane Association show 929,310 official reports of child maltreatment in the United States. These figures include both individual child reports as well as family reports where more than one child has been abused. The average age of children involved is seven years. Nearly half of the abuse reports come from friends, neighbors and relatives. The total represents a 123% increase in reporting since 1979. This is not to say that the actual incidences of maltreatment increased this much; rather more cases were identified as state reporting systems became better developed (American Humane, 1984). Now that we know how to recognize and report child abuse, we now face the job of prevention.

Because the problem of abuse is complex and the causes numerous, there is no one single program that will make a noticeable difference. It was the intent that the "Connect With Parents: Build Support Groups" be a prevention strategy. The use of informal helping networks that were discussed at this conference will be highlighted.

The major cutbacks in social services funding and other available resources will continue to be part of our world. Gabarino and Whittaker refer to a mind set against any expansion of services, but they also indicate some excitement about a quiet revolution taking place in human services (Gabarino and Whittaker, 1983, p. xi). The formal and the informal helping systems are joining forces for a more effective and compassionate approach to helping needy people. Many of the programs for prevention of child abuse and neglect incorporate this cooperation between the lay and professional worker, i.e., the formal and informal systems working together.

It is naive to think that informal helping systems can replace the professional; however, they do occupy an important position within the helping continuum. T.J. Powell's interview study, **Comparisons Between Self-Help Groups and Professional Services** indicates that the hostility which exists between self-help groups and the professional is unnecessary. Most of the parents interviewed felt that Parents Anonymous (PA) and professional help reinforce one another, but PA seemed less threatening and more accessible than therapy (Powell, 1979).

In the book, **Hope for the Children: a Personal History of Parents Anonymous**, Pattee Wheat answers questions about PA. She feels parents who are explosive in their negative behavior benefit more from PA. Parents with neglect problems benefit more from individual help, which PA does not provide. These studies indicate a need for cooperative efforts to bridge the gaps between the formal and informal services.

The Profile of the Abusive Family

The abusive family is most often described as a family that prefers to solve problems on its own. The abuse parents suffered as children resulted in feelings that they are unloved and unlovable; the result is very low self-esteem and low self-confidence. This sense of being unworthy of love is usually associated with feelings of helplessness and powerlessness. They react to real or imagined threats from other people with panic; a typical response is to isolate themselves from situations and people who frighten them.

Children in abusive families respond in an emotional climate where they are small, weak, dependent, powerless figures, by becoming passive and manipulative or aggressive and manipulative. They lack self-esteem and the ability to trust. Following abuse, parents almost invariably become overly solicitous of the child's affection. The child becomes conditioned to expect that abuse will be followed by an outpouring of love and concern. Often when these children are removed from their homes and placed in foster care, the foster parents become distressed when these children goad them into abuse, not understanding that the children have been conditioned to expect love to follow. Many of these children believe that when abuse stops so does the closeness. When these children grow up they need abuse in their lives to reassure them they are loved, and, thus the cycle of family violence continues.

Strengths and Weaknesses in Informal Helping With Abusive Families

Strengths:

- Self-help or the informal helping network can be quite successful in helping parents with their problems while they build social contacts.
- Help improve feelings of self-esteem.
- Increased knowledge of child development.
- Some research has pointed to benefits in behavior modification.
- Families that are multi-problem have severe and ongoing stress, and they need simultaneous help in each of these areas. Self-help groups can provide this.
- Self-help group members often share phone numbers and are available to one another 24 hours a day. Respite care for children is often available.

- Parents gain "instant identity" and acceptance with a group that shares the same condition and understands the pain the parent is experiencing.
- The parent is not isolated, unique or alone. Sharing common problems and meeting others with similar problems or conditions was rated as most valuable by members of self-help groups (Berkeley Planning Associates, 1977).
- Altruism contributes to the effectiveness of self-help. "It's great to be alive and help others" is the motto of Mended Hearts, a self-help group for individuals who have had open heart surgery.
- A **"belief system"** is the wisdom or teaching that each group imparts to its members. This "wisdom" includes **how to survive and live effectively in spite of problems.** It is this belief system that may be difficult for an outsider to share if he has not had the same experience as one **"who has been there."**
- The group meetings are only part of what this **network of peers** offers. Much of the help includes benefits available after hours, no appointments are necessary, and payment is not expected. **Help is provided by people who care.**
- Self-help groups are characterized by **equal participation** and the absence of leadership elites. The "helpee" quickly becomes the "helper".
- It is common to find a very positive philosophy that gives people facing a difficult problem or chronic condition some **hope** for a better life. Motivating phrases such as "one day at a time," "make today count," and "this is the only moment there is," are all used in self-help groups.
- Sharing **information** about factual and personal experiences is a process helpful to most group participants.

This list of strengths were developed by Leonard Borman, president and founder of the Self Help Center in Evanston, Illinois.

Weakneses:

- Natural helpers, i.e., family, friends and neighbors, are often not available to abusive families. As American Humane's statistics pointed out, often these helpers reported the family to Social Services. If the report resulted in help for the family, this could certainly be seen as a strength in these helpers. However, it is usually perceived as destructive by the abusive family–and is another reason why they should not trust people. Abuse has often been present in the family for generations, and the relationships have continued to be destructive.
- Many abusive families are miles away from the positive support of family and friends. This potential support is simply not available.
- Abusing a defenseless child has been regarded as an unspeakable, moral failure, if not a criminal act. Most informal helpers such as the family, neighbors, and co-workers have regarded it as such. Consequently, this part of the informal system has not been as accepting of the abuser as self help groups such as Parents Anonymous or Parents United.
- The emotional strength to maintain consistent group meetings and give to others in need may be lacking because members are so overwhelmed by their own needs. It is crucial that a professional sponsor provide this structure and consistency whenever possible.

PROFESSIONAL AND INFORMAL HELPER ROLES IN PREVENTION

The role the professional plays in work with self-help groups or informal helpers is one demanding a delicate balance. The work must be done in ways that do not distort the positive process of informal helping. Hacker and Toseland (1982) indicate a number of roles professionals can play. They include:

1) Providing material support to maintain self-help groups,
2) Serving as a linkage by connecting traditional services and clients, and self-help groups to one another (as with Parents Anonymous),
3) Serving as a consultant or sponsor to a self-help group,
4) Initiating and developing self-help groups when needs are identified.

The professional is often limited in his helping by the structure of the agency, because it pays his salary. Agencies generally have legislated mandates about reporting child abuse and this makes trust difficult on the part of the parent. These laws impact some professions more than others, and each professional would need to negotiate his role within the group. Professionals may not always be available at the time of crisis.

DEVELOPING INFORMAL HELPING/SELF-HELP GROUPS

The professional or the community volunteer interested in developing a self-help or informal helping system are in the position of noting gaps in services to a group of clients at risk of abusing their children. Getting a group together around a similar concern is the first step to building a mutual support group. Community members may build this group around a personal concern about parenting their children. They can reach out to others in their neighborhood or through church friends, or they may contact an agency, explain their purpose and ask that families with similar problems be given their name.

Supporting the group by providing new member referrals, a place to meet, ideas about baby sitting

resources, providing the initial support as the professional sponsor, as well as assisting in the recruiting of additional professional help, are all tasks that the professional can assume.

The following ideas have been selected from Andy Humm, "Group Discussion: The Guts of Self-Help", July, 1979.

Those in self-help groups benefit from membership in a variety of ways: by socializing with others, but volunteering time to the group, by serving on the board or on committees, by attending its programs, etc. But the core of self-help remains in group discussions, i.e., telling your story and listening to the stories of others.

By sharing your story with others, even if they are strangers, your problems become less fearsome. When you listen to others, you start to feel less alone. You find out that others have gone through the same problems, felt the same pain and, most heartening of all, some have worked out solutions and are at peace with themselves once more.

Sharing in a self-help group can take a variety of forms such as consciousness-raising groups, guided discussion groups, rap groups and professionally led groups. The first of the three are pure self-help, participated in only by members. The last, a more traditional form of group, may have self-help elements.

Decisions have to be made about the size of the group(s), the topics which will be discussed (and which will not be), whether or not someone will act as facilitator, and the nature of the sharing. In most self-help groups, members feel free to share their stories without fear of being criticized or psychoanalyzed. The discussion time is one for formulating feelings and experiences and sharing them and for giving others a chance to do the same.

What follows are some factors to consider in planning your discussion groups. Pick and choose which will serve your needs best:

1. **Size of group:** Group discussions can be any size from two people upwards, but if everyone is to participate equally and to get the full benefit from the discussion, then an ideal size is 6 to 10 people. If your group has more people than this (and most do) don't overlook the chance to break into small groups for discussion purposes. If the larger group has just listened to a speaker, they can then break into small discussion groups afterwards. This gives **everyone** a chance to express themselves on a topic rather than letting a few aggressive members dominate a question and answer session.
2. **Role of the facilitator:** The person who leads the discussion can be, and usually is, a participant in the talk as well. His or her function is to keep things moving and on the topic. As facilitator, be aware of people who try to dominate discussions. Learn how to handle them effectively. Encourage, but do not pressure, quiet members to contribute.
3. **Confidentiality:** Insure that members understand that whatever is said in the group must stay there. This is more important in some groups than in others. It may depend largely on the sensitivity of the issue with which your group deals.
4. **Disturbances:** Take care of anything immediate that's bothering you. If immediate disturbances (someone smoking, a dog barking) aren't taken care of they can hurt everyone's full participation in the discussion.
5. **Speak in the first person:** Avoid generalities about "**one** does this or that." Stick to your own experience.
6. **Seating:** Sit in a circle so that every member can see every other member. Avoid traditional "classroom" style set ups if possible.
7. **What to share:** Share as much or as little as you want.
8. **Questions:** Other members may ask questions for clarification of what is being said, but should not ask "leading questions" which require analytical responses or which imply an analysis in themselves.

People Chains: The Key to Building Self-Help Groups

The more personal your group interaction is, the better. This applies to how you bring people into meetings as well as to how you deal with them when you get them there.

People who are brought in the group by those who are already members are more likely to stay than those who have read about the group through a notice in the paper. People are more likely to stay if someone takes the time to speak with them at their first meeting than if just a general announcement is made about who to talk to about membership. People are more likely to participate in a group program, committee or action, if they are personally asked to do so rather than just be informed about these activities as a group through an announcement or a notice in the newsletter.

If responsibility for making this kind of personal contact is spread throughout the group it has a better chance of succeeding than if it's concentrated in the hands of one or two people.

Some groups, dealing with serious problems, such as alcoholism, have a buddy system. Each new member has a more experienced member assigned to him or her. The more experienced member can be called upon in a crisis time. In AA, members have gone so far as to leave Christmas dinner with their family in order to stay up the night with a fellow AAer trying to fight the urge for a drink.

Some groups build up people networks in order to be able to contact the membership about something that comes up between meetings (such as a demonstration or a speaker that would be of interest to the group). The membership list can be broken down into groups of five or six. Everyone gets a copy of the list that they themselves are on.

Then, when something comes up, a few members can call at least one person on every list and have that person call everyone else on his or her own list. In this way, no one person has to make more than six calls. It's a very effective way to get the word out.

Humm suggests "the following characteristics must exist in effective self-help groups if they are to grow and be of support to parents under stress":

1. Groups must constantly expand, thus allowing older members to model and play the helper role. The professional involved can provide the continuity as members come and go.

2. Groups must have resources...meeting places, newsletters, funds, etc., often these are provided by agencies, schools or churches. These are generally provided by a sponsoring agency or a group or church that believes in the cause.

3. Groups must develop a strong experiential knowledge base.

4. Groups must have at least one, and preferably two, **"energy people"**. These persons have the time, energy and commitment to work hard with the group.

5. Groups must believe in themselves, and that they are effective in dealing with the problems and needs of their members.

6. Groups must maintain some relationship to the professional system from which they receive assistance, recognition, resources, referrals, sponsorship, training or consultation.

CONCLUSION

The problems of child abuse are pervasive, and this may be a situation that is never solved. As a society we encourage individualism which heightens stress and conflict within the family. As we strive for status each person is responsible for charting his own way. There is a high risk of failure, and each individual must be accountable. We are a highly mobile society. If we are employed we are valued; if we are unemployed we are useless! It can be argued that these values create a climate for child abuse. If we choose not to change some of these values, then maybe we are choosing child abuse.

At this point in time, all families must be regarded as being in trouble, needing mutual support and protection. Providing this support requires a partnership among all human beings. **Formal and informal networks must be formed to elevate the quality of life for all.**

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Chapter 9
PARENT ANONYMOUS

by: William I. Johnson

Introduction:

Parents Anonymous is a self-help group, offering aid not only to people who are abusers of children but also to people concerned over incidents of abuse that they have either witnessed or have been told about.

P.A. was started by Jolly K., who between the years 1963 and 1969 came close to killing her younger daughter because the daughter "mirrored back" to her many of the traits she disliked in herself. With the help of her therapist, she found three other women in a similar position. They got together once a week to talk to each other since other therapist couldn't be with her 24 hours a day. These women became the support she needed. Thus, P.A. was born and members to this day share in each other's lives.

The Parents Anonymous group consists of a chairperson who is a parent with an abusive background, having abused her or his own children; a sponsor, who may have counseling training or be involved professionally with families in some way (i.e., school teachers); and finally the members themselves who are usually confused, frightened and frustrated individuals greatly in need of help to handle life situations which can cause them to abuse their children in some manner.

By attending weekly meetings and staying in contact with other P.A. parents via telephone, the members get the help they need to find answers to their problems.

Most P.A. members have been through an abusive situation as both victims -- the child and the parent -- and they can easily identify with the pain and torment that is involved. Herein lies one of the key factors which helps create successful changes in parents, the simple fact that they learn that they are not alone with their feelings -- they can identify directly with others who have lived through similar experiences. This opens the door for them to be able to reach out and help each other to prevent abuse by talking out problems (instead of screaming at the kids) making use of suggestions from other members as to how they solve their problems.

Parents Anonymous is also a crisis intervention program, with the primary objective being to help prevent damaging relationships between parents and their children -- "Swing for the phone instead of at a child". When a known situation starts to develop that would normally result in an abusive episode, grab your phone and call another P.A. member -- talk it out!

When it comes to family problems, there are not, nor can there be, any guarantees or promises, or any easy solutions. **Child abuse is as individual a problem as any of the individuals that belong to our groups. All we can offer anyone coming into P.A. is sympathetic support when it is needed and an honest approach to overcoming a behavioral pattern that has gotten out of hand, or that threatens.** Maybe you have not actually physically abused your child yet -- you haven't thrown him or her across the room ... yet. **But**, if the idea has ever crossed your mind, Parents Anonymous can help.

Parents Anonymous recognizes six forms of child abuse and neglect:

We firmly believe any form can be, and usually is, equally as destructive as any other.

Verbal assault: The torrent of screaming, shouting anger coming out in a barrage of put-downs. This comes as a violent attack on the child's self-esteem and security, instilling fear and uncertainty and affecting personal relationships -- just as often, it can come quietly in the form of sarcasm, etc., and be equally devastating.

Sexual involvement: The least publicized historically -- yet now coming to be believed as the single largest area of child abuse. The relative who insists that "I love him/her" with the net result being some form of a sexual relationship between a child and an adult.

Physical abuse: The most publicized form of abuse and perhaps the easiest to bring under control -- you can't hit the child!

Physical neglect: Poorly dressed, underfed, ill-kept children, often with parents who don't even understand the term of physical neglect itself. All too frequently the parents involved don't even know how to take care of themselves much less their children.

Emotional abuse: "Stop crying! You don't have any reason to cry!" "Why are you out here laughing and playing? You just wet your bed and you should be feeling bad about it!" These are two typical examples of emotional abuse -- not allowing our children to express their natural emotions, or feelings.

Emotional neglect: Here the child receives neither positive or negative feelings from their parents. The child is actually living in an emotional vacuum. In this case the child lacks identity because he does not know what kind of feelings he/she are generating in his/her parents.

Frequently, emotional neglect involves withheld love. Love has been withheld from the parents and they in turn are unable to either express or demonstrate their love for their children with something even as simple as a hug or a kiss.

These are the six areas of abuse that members of Parents Anonymous groups attempt to deal with in group meetings as well as on a one-on-one basis.

Certainly some parents have a lesser degree of one problem than others. However, Parents Anonymous has been proven an effective rehabilitation in any case.

Being human, most parents, at one time or another, are subject to isolated incidents of some form of abuse. We feel that if the incidence of abuse becomes an on-going pattern, it is a behavioral problem, and, in fact, child abuse. (A simple example is the parent who slips into the habit of saying "that's dumb" or "that's a dumb idea" frequently when a child expresses an idea or gives their opinion on a subject.) The fine distinction between abuse and discipline lies in the parent's attitude at the time, and whether she/he is acting or reacting.

Privacy/Anonymity: If a professional or agency representative (i.e., Social Services case worker) requests a conference with the chairperson of a group in regard to a parent, we insist that the parent be present at the meeting. If for some reason the parent cannot attend, or doesn't want to but still wishes the chairperson to do so, notes should be taken and as full a report as possible should be given to the parent. No matter who is requesting information, and for what purpose, check with your parent and receive his verbal consent to talk with the person requesting the information.

Parents Anonymous is a private organization completely independent of agency or law enforcement affiliation. Attendance at meetings is voluntary. All services are free, including transportation to meetings.

Rules of privacy, confidentiality, and anonymity are strictly observed. Only in instances where continued abuse endangers the health or safety of a child, and group recommendations are not being heeded, is any reporting done to local protective agencies. Even in those circumstances, P.A. will continue to offer a parent all the consistent support that he or she needs and asks for.

However, most parents coming into Parents Anonymous experience significant, positive changes with their child-raising within three months' or less time.

Chapter 10
SUPPORT GROUPS FOR PARENTS OF TROUBLED ADOLESCENTS

by: William Bane

Introduction:

Parents of troubled adolescents may experience a wide range of negative feelings about themselves and their children. These parents are subject to feeling isolated, embarrassed, alienated, disenfranchised, and powerless. In addition, they may feel as though they have somehow failed in their responsibility as a parent. All of these feelings contribute to a sense of hopelessness about their situation.

Frequently these parents may see counselors, therapists, and youth service agencies as being on the side of the youth. They may also feel as though they are cast in the position of being the "enemy" of their own child and the helping systems with whom their child becomes engaged. Youth service systems have tended to view parents of troubled youth as a problem, rather than seeing them as potential allies in reaching a solution to the youth's and the family's problems.

Additionally, in families of troubled and acting-out youth there is a significant need for support that extends beyond the time-limited treatment services offered by agencies. These services are largely restricted to a 9 to 5, Monday to Friday schedule. Family crises know no time frame, and parents of troubled youth may need support and assistance at a time that is inopportune for a social service agency. Also, it is widely accepted that aftercare services are one of the most important aspects of sustaining the progress made by a youth and their family during formal treatment. For example, runaway shelters indicate that adequate aftercare services are very important in insuring the successful reunification of a youth with his/her family. Support groups for parents of troubled adolescents allow for the necessary 24 hour a day, on-going support permitting the family to sustain progress and receive encouragement for continued change.

Too often agencies see support groups and informal helping efforts that exist outside of the agency structure as a barrier or hindrance to the treatment process. Parents who participate in an outside support group while participating in an agency's services may be seen as "resistant" to treatment goals. Conversely, a support group may see agency or other professional services as being contrary to the needs of families and counterproductive to the process of re-establishing the parent's control of the family.

As in all relations between formal (agency and informal support group) helping systems, there is a pressing need for understanding and information about each other's roles and purposes. Both agencies and parent groups must be willing to reach out to each other to educate on their purposes and goals. Agencies, including independent therapists and counselors, and parent support groups can be invaluable resources to each other. A combination of these resources can be an essential tool in supporting and sustaining the changes needed to enhance family functioning.

Perspective of Parent Support Groups

The Need: Parents of adolescents in crises sometimes feel that advice given by therapists and counselors is impractical. **Often, a parent dealing with a crisis situation involving an adolescent child is more interested in "hands on" information from a fellow parent who has gone through a similar experience.** The credibility of the professional in this type of situation is lessened, because the parent may view the therapist/counselor as not really understanding what the parent is going through. Also, the treatment recommendation of a professional may be beyond the economic resources of the family, and thus the parent would be unable to follow the recommendation.

Informal, parent-to-parent support, that does not involve a support group, can be useful in dealing with crisis situations. However, an actual group which meets on a regular basis allows for the anonymity that does not occur on a friend-to-friend basis. The group permits parents to bring up issues that they might not wish to reveal to friends.

Group Development: It is difficult to get a parent support group started when all of the parents are in crisis. It is preferable if a parent, who is not in crisis at the time, can help in getting the group off the ground. Parents in crisis lack the emotional energy to be a group leader, and they are unable to help others during this time. Parents usually start a support group when they are emotionally "up" - feeling good about themselves as parents, what they base accomplished, and what they could contribute to others.

The support group needs a core group of concerned and committed parents who are willing to help other parents. This concern and commitment is essential in order for there to be a sense that parents should give back to the group some of what they have received. If all parents leave the group after benefiting from it themselves, there will not be the opportunity for experienced parents to help those other parents who are in crisis and in need of support. In order for parents to help each other, they must also care about each other. Informal gatherings such as potluck suppers can be used to assist in developing the commitment of group members to each other.

Group Process: The parents who come to support groups are often embarrassed about their inability to control their children. The parent group helps them understand that they are not alone and that there are other parents who are experiencing problems just like theirs. Parents often feel that the support group offers them a place where they can "fit in" and belong.

Sometimes, if the parents are not willing to admit to an existing problem, confrontation is necessary.

It is important for the group to remember that confronting must be done with love and understanding, realizing that change occurs one step at a time.

Parent support groups using the **Tough Love** model use a concept known as negotiating couples as a means of giving additional support to parents. Each parent entering the group in assigned a negotiating couple, who are then available on an on-call basis. The role of the negotiating couple is to help both the parents and the youth make the necessary changes to resolve their problems. The negotiating couple represent a neutral, third party who are not emotionally involved with the issues at hand, and thus can help reduce the amount of manipulation that may occur as new rules are introduced.

The negotiating couple helps in the process of implementing home rules which are written down and detail the parents expectations of the child. Issues such as curfew are negotiated in this process. It has also been found that negotiating couples can be very helpful in assisting single parents initiate changes at home. The single parent is provided with the additional adult support that may not be available in his/her family, and there is an opportunity for a role model of the opposite sex to assist in implementing changes. Some parents may also require the extra leverage provided by a negotiating couple in bringing about changes with a particularly belligerent or resistive child.

Families Anonymous uses a 12-Step Self-Help program similar to that established by Alcoholics Anonymous. Meetings are run on a structured basis, each meeting addressing a specific topic or issue. Parent group members recognize the role of a higher power, and address family problems one step at a time.

Parent Group - Professional Relations: Some parent support groups see a limited role for professionals in getting the group started. Tough Love support groups believe that unless the professional is also the parent of a troubled adolescent, that person's direct role in getting the group started should be limited to the first 3-4 weeks of the group's development. It is felt that if a professional continues to be the organizer/leader of the group for an extended period, the group members will look to that person for help rather than looking to each other for mutual support.

Other parents feel that the presence of a professional at group meetings is important if situations arise, such as extreme types of crises, that require professional knowledge or intervention. There is general agreement that, in any case, professional parent involvement should be secondary to the parent-to-parent support aid mutual and offered by the group.

Parent groups also emphasize that a mutual referral system can be developed in which the group refers members who need help beyond what they are getting in the group for professional help, and professionals can refer parents to support groups to provide the additional support the parents are needing.

Summary

Support groups for parents of troubled adolescents can be an extremely important community resource. Much more information about their availability and purposes is needed for them to be better utilized by the general community, and by youth service agencies and other human service professionals. Better communication among support groups and formal service systems is necessary to overcome the misconceptions that exist. Including content on this subject at youth service conferences, community forums, church and school groups would be useful in improving this needed communication.

Parents who have been through crises have a great deal to offer to other parents. Parent support groups allow for this interchange and support to occur. Parent groups may also have a role in community education and prevention programs.

Most importantly, support groups can be a valuable resource for parents in re-establishing themselves in the parental role in the family. Parent groups provide the peer support needed for parents to make changes in their parenting style and interaction with their children. It is widely acknowledged that in order for children to change dysfunctional patterns of behavior, the parents must also make changes in their own behavior. It is important for both adolescents and parents to receive the necessary support to confront shortcomings and to risk changing their behavior and attitudes. Parent groups are an important resource in this process.

Resources/References

Resources:

For more information on TOUGH LOVE contact:

Community Services Foundation
P.O. Box 1069
Doylestown, Pennsylvania 18901
(215) 348-7090

For more information on Families Anonymous contact:

Families Anonymous, Inc.
P.O. Box 528
Van Nuys, California 91408
(215) 989-7841

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Chapter 11
ARAPAHOE COUNTY DEPARTMENT OF SOCIAL SERVICES

by: Georgia M. Garland

I have been working with families for some 17 years where incest has been a presenting problem. In visiting Henry Giarretto's clinic back in 1978 and speaking with some parents active in the "Parents United" group, it occurred to me that parents in Arapahoe County might benefit from a similar type of organization. However, my caseload did not justify the time for that approach and I carefully tucked the information away.

In late spring last year my caseload changed to one of primarily incest and molestation cases. Having been assigned six new cases in as many weeks, I scrambled for a way to accommodate my time and schedule to permit following the families in an efficient yet not-impersonal manner. One mother had earlier inquired if such a group existed. When I could not answer affirmatively, I began to explore the possibility with my supervisor.

Experience with incesteous families suggests that mothers play a pivotal role in such situations; that they are also a key to successful resolution of the problem. The six mothers recruited for this group shared two common characteristics: they believed their daughters and the fathers and stepfathers had admitted the abuse. All the families were currently in some type of therapy. All of the victims were living at home, one having returned recently after spending six months in foster care. Three of the fathers were out-of-home at the time the group began. One mother had filed for a divorce. Dependency and Neglect Petitions had been filed in all cases as well as criminal filings against the fathers.

The meeting place was St. George's Episcopal Church of Englewood offered by its priest, Father George Welch. The church offered a quiet, neutral setting with a warm atmosphere. The group was led with myself and a co-therapist who had to withdraw after the first session. Eight meetings were planned initially.

The first session began with four mothers, one of whom was court-ordered to attend. We spent considerable time after introductions, (first name only to preserve confidentiality) talking about the impact of the criminal justice system on the victims, the perpetrators and the entire family. Much anger and frustration was expressed by the women as they recounted incidents of police insensitivity and the re-victimization of their daughters by the process. Since some of the other families had more positive experiences; alternatives in handling these types of cases were discussed. At some point they realized **"it was families, nice families, like ourselves" who become involved in these horrendous situations.** The mothers also described their feelings of anger, ambivalence and frustration as they performed a "balancing act" between their husbands and daughters; protecting, believing and supporting the girls on one hand and the same for their spouses. They expressed feeling of emptiness and aloneness as they said "who's going to take care of my needs?" Some described rebuffs from outreach attempts and others described relief at support from friends, relatives and one woman described how her husband was able to support her in turn.

Over the eight sessions the women discussed a wide range of issues such as: disciplining a child who has been abused; sharing information with family and friends; rebuilding a trusting relationship with their husbands; utilizing therapy effectively; communicating with the caseworker and Guardian ad Litem (GAL); dealing with the district attorney's office and other authorities; discussing concerns about the abuse (eg. long term effect on their daughters' personalities, future adjustment and sexuality). Part of one meeting was devoted to learning and practicing relaxation techniques. One of the Arapahoe County District Attorney's visited the group, explaining the criminal court process, which resulted in more cooperative gestures from both mothers and court personnel.

As the meetings progressed the women formed positive relationships among themselves, shared names and personal information, exchanged telephone numbers and talked outside the group. One mother was offered child care for her younger children as she was anticipating hospitalization. The offer obviated the need for possible foster care which greatly relieved her anxiety. Several women eventually proposed a similar group for their husbands and inquired if they might also meet as couples.

Midway through the meetings, I discussed the conference scheduled for August 3 & 4, 1984. The women reacted enthusiastically to my suggestion that we present as a group rather than myself alone. They discussed at length the issues and ideas that they felt most important to convey to others. They also examined the possible reception to themselves and their ideas and how they might handle hostility, criticism and resistance. During this period the women set their priorities, and began to express themselves in an organized, coherent way. They became noticeably more articulate, more assertive, concerned about the future for other families in the same dilemma and became more concrete and constructive on their approach to problem-solving.

The mothers were very gratified at the response to the group presentation. They felt reaffirmed as individuals and as a group, supported by both professionals and other parent-attendees like themselves. They learned from other workshops and found relief in "just getting away" and having fun, meeting people and sharing a new experience. They brought back to the group a new sense of self-esteem, a resolve to reach out to other parents and the community, to share with the public things

they have learned about themselves and the child protection process and the confidence that they can do so successfully.

The mother's group re-formed with 5 of the 6 members in September 1984 after a month's hiatus. They shared the results of the conference. For most families, the criminal process was winding down (five of the six fathers were granted deferred prosecutions) and they were well along in therapy. They decided to terminate the group the week after Thanksgiving upon these notes:

1. They would be available as consultants and resources to future groups.
2. Individually, they would be willing to "reach out" to other women who had come into the system and act as a friend and support.
3. They would become active politically, in terms of being a source of information to the legislature, press or groups (one mother has made a presentation to a volunteer group working with several abuse victims).
4. They will work cooperatively with the men's therapy group on the above goals (three of the fathers' are members, one is waiting to join).

Individually and collectively these mothers have made significant personal gains in the group; extended their supportive networks, been reaffirmed by one another and have taken to individual, marital and family therapy ideas generated by the group process. They have empowered themselves collectively by the acquisition of information, the sharing of ideas, experiences and constructive alternatives, by the changing of role from secondary victim to active helper both in and out of the family. They have become articulate advocates for their children, husbands and families. They have taught themselves and their caseworker more than any of them could have imagined.

Chapter 12
SINGLE PARENT FAMILIES--- A SOCIAL PROBLEM OR NOT?

by Madlyn D. Tombs

Introduction

The quality of life for today's families continues to change significantly as it has over the last fifty years. The look of American families in the 80's includes more single parent families. Single parent families now represent 21.4% of families with dependent children at home. Single parent families according to a study conducted in 1983, are the second fastest growing family lifestyles in America today numbering 5,000,000.

Single parent families occur in all social classes, all racial and ethnic groups, and age groups; from teenagers to grand parents. Some choose to be single parents, by adoption or by becoming a foster parent. Others become single parents because of separation, divorce, or death of a spouse. Some individuals assume single parenting responsibilities temporarily while caring for child(ren) of neighbors, relatives or friends in times of crisis and/or in providing them respite. Some married individuals see themselves as single parents as a result of their spouse either doing extensive traveling on the job or getting a job transfer, (i.e. military families).

Single parent families have been identified by our countries leadership as presenting major social problems. Their reasoning is based on the 1980 census indicating that 50% of all single parent families are headed by women. More than half of these families level of income falls below the poverty line.

A closer look at the needs of these families on a local level was most recently addressed in "The Health and Human Services Needs of the Denver Metro Community Report" done by United Way, published in 1984. It indicates:

1. Between 1970 and 1980, the number of single parent families in the area increased by 91%;
2. In 1980, 19% of all families in the area were single parent families;
3. 85% of all single parent families are headed by women;
4. Single parent families constituted 46% of all families below poverty in 1980;
5. Metro wide median income for single mothers with children under 18 years old it was $8,264. and $6,123. for those with children under the age of 6 in 1980.

The implication for children of single parent families is the same locally as it is nationally which is according to a "Research Project on Successful Single Parent Families" published in 1979 written by Ann Berry -- that 40% of all children born during the 70's will spend some time in a single parent family.

There are five specific point areas that are a major concern for the single parent. These areas are not only concerns for that particular family but for the local community, the private and the public sector too. Each area of our society plays a role in how a single parent deals with these problems.

Factors Facing the Single Parent:

The most common of the dilemmas facing parent families today are:

FINANCE
CHILD CARE
SOCIAL NEEDS
SUPPORT GROUPS
LEGAL JUSTICE

THE FINANCIAL PICTURE for single parents is the most critical, for it impacts every aspect of their family's lives. The 1980 census indicated 3,000,000 of the 5,000,000 single parent families were living in poverty and/or unemployment. Locally, according to the United Way report 1 1/3 of all single families subsisted on incomes below poverty in 1980. In 1980, one in 10 of the children under 18 in the metropolitan area were living in poverty stricken families.

Because the bulk of these families are headed by women (85% nationally) the real issue becomes the unemployment and/or underemployment of women. The quality of life for any family is dependent upon income levels. Unfortunately most of these women are unskilled, and aren't able to provide well for their families and many of them must receive various kinds of public assistance to exist. Women are making tremendous strides in the work place, improving their positions as well as increasing their salaries; however that applies primarily to women with degrees and women with technical training. This category of women does not represent the majority of the women who are single parents. Thus these individuals strive to provide life's necessities for self and family i.e., food, clothes, shelter, education and a warm nurturing environment.

CHILD CARE issues are very real issues for single parent families, no matter what the ages of their dependent children are. The need for the single parent of a dependent child to earn a living necessitates child care to accommodate their work schedules, as well as social schedules. For many of them finding appropriate child care with affordable rates seems almost an insurmontable task.

Other critical issues around child care are, transportation, and convenient hours. Given the limited incomes of many single parent families, transportation is often a problem for them, many of them simply don't have cars. The other part of their dilemma rests in the fact that often their source of child care is not in their neighborhood. Yet still another critical issue is that many day care center/ providers only operate limited hours. For those

single parents often those hours aren't long enough. This means that they often have to depend on another source for extended day care; or they do as many have done, leave their school age child(ren) unattended for extended periods of time.

"Latch Key Children" is a term now used to describe children who have the responsibility of coming home alone after school, letting themselves in and waiting for their parent(s) to come home from work. Some reports state that as many as one-third of all school age children are left unattended during the day time non-school hours. This provides great concern for single parents who's child(ren) are forced to spend longer hours alone.

SOCIAL NEEDS are another source of dilemma for the single parent household. Basically it boils down to the need for society to redirect its thinking about **what a family is**. There is a need for children from these homes to perceive themselves as being "normal" or at least not "different" which is important for their healthy growth and development.

Unfortunately society views single parent families as being "abnormal". Both the children and the parents get reactions that range from sympathy to rejection when it is discovered they are a part of a single parent family. The reactions of society are different depending upon the circumstances for the family becoming a single parent family. Widowed families and single adoptive parents perhaps receive more positive responses and support then single divorced parents. In general the perceptions that society has given to single parent families is that they are broken, needy, dependent, different, and/or incomplete. This way of thinking can and does have definite negative influences on the family's emotional growth.

Child development is greatly enhanced by their parents ability to create a warm nurturing environment as well as one that is stable and secure. This can be difficult for single parents if the support systems aren't in tact. Many of these families tend to rely on support groups and their extended family as a means of socialization in addition to getting their needs for services met. The families' ability to make effective use of their support system is directly related to how emotionally stable the family is.

SUPPORT GROUPS are becoming a vital outlet for single parents. These groups provide an outlet for networking around their needs for services being met, i.e., child care as well as their psychological and social needs to be met. These parents realize without each others support the outcome for themselves as well as their children is less than bright.

Many of these support groups are very informal often extended family, neighborhood groups, or church groups serve as support groups for these parents and their children. Many times for these families this is the only source of socializing either due to limited time and/or budgets.

LEGAL JUSTICE for single parents, like all parents, poses real problems as they try to resolve problems that confront them, from seeking child support, to arranging visitation rights, and to singles who adopt. The system becomes a reactionary one. It only reacts to the needs of the single family rather than constructing a legal framework that protects and gives guidance on all aspects of the legal needs of the family.

The legal system does say that every parent is responsible for providing for his/her children's good health, a good education, financial security and an atmosphere conducive to teaching them morality and social values. These laws are not explicit in that they leave the families wondering what is or is not within the realm of the law.

The issues around how the single parents become such determines their need for the legal system to accommodate to their legal needs. Single parents wishing to adopt need the legal system to support them. The divorced parent needs for the legal system to clarify custody issues. All single parents need to know what constitutes the criteria for intervention by the legal system or one of its arms. Since the legal system in the U.S. operate to support "the best interest of the child", that same system must define that phrase.

IN SUMMARY the examination of these sensitive issues paints a bleak picture at best for single families across this country. What is clear however, is that many of these same problems are experienced by **all** families to some degree or another.

The solution to the dilemmas rests in societies ability to respond to the needs of families in general. **The quality of life for all family's needs to be addressed in the development and maintenance of a community.** That means addressing the economic needs of the family, child care needs, and providing the appropriate and necessary social needs for all economic levels represented in their community. What that really means is that the problem does not rest with the single parent family but with the society that does not do an adequate job planning for all of the families represented in its population.

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IV.
CONCLUSION

Chapter 13. Go Forth and Multiply (W)RAP - UP
by: Richard R. Uhler, Jr.

Chapter 13
GO FORTH AND MULTIPLY
(W)RAP - UP

by: Richard Uhler

Rev. Uhler gave the following talk as a wrap-up to the conference.

"I trust you have become aware of the resources available to start and maintain a group, but it would be too simple to say go out and do these things and a more difficult task for you all to try to implement **everything** you have seen and heard.

The key to this wrap - up is:

1) To share what you have learned with others and,
2) To move beyond the symptom approach to parenting, focusing on the real source of our children's problems with the help of a variety of support groups.

We are not alone in the world of parenting. We can unite to upbuild one another. We can help each other not to lose heart when Johnny or Sally do not behave the way we want them to behave. Care should be taken to understand the inner attitudes and feelings.

> 'No amount of forcing, pressuring, or molding our children's actions is sufficient to rear mature people; we must first learn to be sensitive to their basic God-given needs and find ways of fulfilling them.' (Bruce Narramore, **Why Children Misbehave**, p. 145)

Most would agree that it takes firmness, consistency and setting limits, but this approach must initially take a little time and effort. Hopefully, though, we can be sensitive to the needs and feelings of our children. Some will say it takes a special person, but understanding through this consistency and practice will help in the training and discipline.

Obviously, it would be far simpler to threaten or punish a child into submission than to try to understand what the reasons are behind their actions. In a Bill Cosby skit, he said, 'Mothers' say: 'You're going to drive me to my grave!' Fathers' say: 'I'm going to drive you to your grave!" This seems to be somewhat of a misnomer, since generally speaking mothers are home more often to discipline and fathers appear to be the 'candy man'.

When children misbehave, the problems seem so insurmountable, but are most likely not as complex as we first thought. All it takes is a few basic principles to assess the situation and prepare an appropriate plan of action. Action. That's an interesting word because it's what we tend to move into when we don't get the satisfactory response from our children.

Psychologist James Dobson talks about the point of action in the 'Focus on the Family' series. In essence he says, when we tell Johnny to get ready for bed, Johnny is just starting to think about it. It is at the point of action when Mom loses her temper that Johnny moves. Dobson says to get Johnny to look you in the eye and say to him, 'Johnny, you have ("x" amount of time) to do whatever you want and then it will be bedtime.' It can sound very idealistic, but can be effective with consistency.

If we can get a handle for what our children's misbehavior is based on, then we will be less frustrated. These frustrations can be the source of discussion with others in the same situation. Our goal is to fulfill the child's needs and then carry out the discipline that is needed. Support groups can be the encouragement and the motivator to change and to help others to change. I think we all have something we would like to change. And if we are to be the desired role model, we need to feel right about ourselves. This is the goal of the Positive Self Image course that I teach. That is, **to put a handle on what needs to be changed and use motivators to accomplish the desired change.**

> 'It has been suggested that many people find it easy to talk about parenting - until they have children. Then the favorite childrearing theories are quickly discarded as mothers and fathers begin an occupation for which they are largely unprepared and which they rarely master.
>
> Having raised his children, one former college president shared his 'homemade, groping, amateur rules on how to learn to be a parent in this bewildering age.' These rules are worth remembering and sharing as we help parents to deal with the challenge of parenthood.
>
> -Accept the fact that being a parent is one of the most important tasks you will ever undertake and budget your time and energy accordingly.
>
> -Think long and hard about the particular parental role you have to play now.
>
> -Don't disregard your children.
>
> -Enjoy your children.
>
> -Love and believe in them.
>
> -Expect something of your children.
>
> -Be honest with them.
>
> -Let them go. We do not own our children. In the end, the best we can do for them is free them into the hands of God.'[1]

The Parent Effectiveness Manual material lists some roadblocks to communication.

"These twelve 'helping attempts' often do just the opposite and become 'roadblocks' that fail to relieve the child's upset, and often make it worse."

1. Ordering, Directing - "Stop feeling sorry for yourself..."
2. Warning, Threatening - "You'll never make friends if..."
3. Moralizing, Preaching - "Life is not a bowl of cherries..."
4. Advising, Giving Solutions - "What I would do is..."

5. Persuading with Logic, Arguing - "Here is why you are wrong..."
6. Judging, Criticizing, Blaming - "You are not thinking maturely..."
7. Praising, Agreeing - "Well, I think you're doing a great job!"
8. Name-calling, Ridiculing - "Crybaby"
9. Analyzing, Diagnosing - "What's wrong with you is..."
10. Reassuring, Sympathizing - "Don't worry"
11. Probing and Questioning - "Why...", "Who..."
12. Diverting, Sarcasm, Withdrawal - "Let's talk about pleasant things..."[2]

I am sure we have read many of these things that have been presented, but it serves to reinforce how a few basic principles can make all the difference in the world. They are principles worth sharing with others who are hurting or are in need. This is the benefit of the support group. **Go forth and multiply!"**

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[1] Collins, Gary Christian Counseling, p. 217

[2] Parent Effectiveness Training Workbook Part I, pp. 21-23.

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AFTERWORD

by Sharen E. Wilkerson

There are days when as parents we need to reach out for assistance and acceptance, for someone to show they are concerned about who we are.

There are days when we feel there is no love or affection coming our way from those who touch our lives each day.

And so we go on....

We travel down the road of lonesome existence floundering, groping, wondering if someone, anyone can aid us in sifting through the situations in which we find ourselves.

Fortunately, we are able to find the help we need from concerned individuals. People who care enough to 'connect' with others like ourselves.

They offer support, a helping hand, a listening ear, always there when needed. That extra effort, that sharing of self and time can and does make a difference.

Thus the theme for this conference was born... to connect with parents who have a need with a support group.

There are support groups right now that you can 'connect' with. If there is not one that meets your specific needs, **build one** and be an alliance for someone else.

Help bridge the gap "Connect With Parents: Build Support Groups".

APPENDICES

APPENDIX A

CONNECT WITH PARENTS: BUILD SUPPORT GROUPS
August 3-4 1984

CONFERENCE PROGRAM AND AGENDA

FRIDAY, AUGUST 3

MORNING:	Centennial Hall Auditorium, Vermijo and Cascade Streets, Colorado Springs	
9:30-10:00	Registration and Refreshments	LOBBY
10:00-10:15	WELCOME Bill Johnson, David Chapa, and Arthur Herzberger	AUDITORIUM
10:15-11:00	KEYNOTE ADDRESS "Connect with Parents", Speaker: Richard Krugman	AUDITORIUM
	FOR KIDS ONLY	
10:00-NOON	CHILD CARE AND PUPPETRY Puppeteer: Suzette Schwartzkopf Child Care Providers: Renee Yoelin Senior Employment Agency	LOWER LEVEL MEETING ROOM
11:00-NCON	STRESSES OF PARENTING Theatrical Improvisations Actors: Studio E Facilitator: Jane Berdie	AUDITORIUM
12:00- 2:00	LUNCH - on your own	
AFTERNOON:	El Pomar Center 1661 Mesa Ave. Colorado Springs	
	FOR KIDS ONLY	
2:00- 3:15	Child Care	HUDDLE ROOM
2:00- 3:15	Concurrent Workshops	
#1	FUNDRAISING FOR GRASS ROOTS ORGANIZATIONS Presenter: Clay Maer Discussion of fundraising techniques and approaches that can be used by parent support groups.	MAIN DINING ROOM
#2	DEVELOPING MARKETING SKILLS Presenter: Sherry Maloney Discussion of the principles and functions of marketing for the purposes of publicity, public education, recruitment and fundraising.	SETON ROOM
#3	HOW TO DEVELOP AND WORK WITH UNBORING BOARDS Presenters: Bob Over and Joan Havercroft Discussion of issues to consider in recruiting board members, roles boards can play to enhance the effectiveness of the organization. The process of establishing goals for the board to implement these goals.	SMALL DINING ROOM
#4	DEVELOPING AND SECURING GRANTS: CONDUCTING EVALUATIONS Elaine Berman, Piton Foundation	LIBRARY
3:15- 3:45	BREAK	LOBBY
3:45- 5:15	REPEAT OF WORKSHOPS ABOVE	
5:00	ROOM CHECK-IN	LOBBY
5:30- 6:30	DINNER	MAIN DINING ROOM
7:30	ICE CREAM SOCIAL	PATIO

SATURDAY, AUGUST 4

El Pomar Center

7:30- 8:30 Breakfast at El Pomar

FOR KIDS ONLY

9:00-12:00
1:30- 4:00 Child Care — HUDDLE ROOM

9:00-10:15 Concurrent Workshops

#1 GROUP DYNAMICS — SMALL DINING ROOM
Presenter: Dick Wulf
Discussion of common group dynamics and skills and stages for group facilitators.

#2 PARENT-PROFESSIONAL PARTNERSHIPS — MAIN DINING ROOM
Moderator: Jennifer Fritzler
Panelists: Mary Ann Allman
Ilda Mendoza
Ellen Philbrick
Panel Discussion on how parents and professionals can work together to develop and sustain parent support groups.

#3 MAKING "SUCCESS STORIES HAPPEN" — SETON ROOM
Moderator: Judee Filip
Panelists: Jacqueline Wald,
Debbie Uhler
William Johnson
Panel and participant discussion of actual experiences of parent support groups including how they planned, developed, and anticipated problems and strategies they used to overcome barriers.

#4 PARENT SUPPORT SYSTEMS IN RURAL AREAS — LIBRARY
Presenters: Cindy Rhodes and Janet Dean
This workshop will focus on the development of a Family Visitor program in Garfield County. The Family Visitor program offers individualized, continuous home-based support to families from pregnancy through the first few months or years of the infant's life, depending upon need. Specific attention will be paid to the coordinator with parent support groups and the attempt to develop a program that appeals to a wide range of parenting abilities.

10:15-10:45 BREAK — LOBBY

10:45-NOON CONCURRENT WORKSHOPS REPEATED

NOON- 1:30 LUNCH — MAIN DINING ROOM

1:30- 2:30 CONCURRENT SPECIAL INTEREST GROUPS

#1 PARENTS ANONYMOUS — LIBRARY
Facilitators: William Johnson
Ellen Philbrick
Debbie Uhler

#2 PARENTS OF ADOLESCENTS — SETON ROOM
Panel Discussion
Moderator: William Bane
Panelists: Brenda Mowery
Dale Thompson
Rhea Thompson

#3 SEXUAL ABUSE - MOTHER'S SUPPORT GROUPS — SMALL DINING ROOM
Panel Discussion
Moderator: Georgia Garland
Panelists: Carolyn, Kathy, and Rosemary

#4 TEEN PARENTS — SMALL DINING ROOM
Panel Discussion
Moderator: Betty Turner
Panelists: Emma Dixon
Mae Ola Braxton
Joyce Simmons

	#5	ADOPTIVE PARENTS Facilitators: Melanie Tem Janice Madsen	LARGE DINING ROOM
	#6	SINGLE PARENTS Facilitator: Madlyn Tombs	LARGE DINING ROOM
	#7	PARENTS OF CHILDREN WITH HANDICAPPING CONDITIONS Facilitators: Ginny Murders Larry Murders	SETON ROOM
2:30- 3:00		BREAK	LOBBY
3:00- 4:00		CONCURRENT SPECIAL INTEREST GROUPS CONTINUED	
4:00- 4:30		(W)RAP UP - "GO FORTH AND MULTIPLY" Chaplain Richard Uhler	SETON ROOM
5:00- 6:00		DINNER	MAIN DINING ROOM

DISPLAYS IN LOUNGE

APPENDIX B

RESOURCES FOR PROGRAM DEVELOPMENT IN CHILD ABUSE/NEGLECT PREVENTION

American Humane Association (AHA)
Children's Division
9725 East Hampden Avenue
Denver, CO 80231
(303) 695-0811

A national center that provides program planning, community planning, consultation, education and training for child protective services.

Child Welfare League of America (CWLA)
67 Irving Place
New York, New York 10003
(212) 254-7410

This organization of public and private service agencies helps to provide high-quality social services for children and families. A catalog of publications and audiovisual materials is available.

Family Resource Coalition
230 North Michigan Avenue, Suite 1625
Chicago, Illinois 60601
(312) 726-4750

Maintains a clearinghouse for information on family resource programs throughout the United States and Canada. Publishes a newsletter and program directory and sponsors conferences and workshops, and provides technical assistance.

C. Henry Kempe National Center
for the Prevention and Treatment of Child Abuse and Neglect
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

The center emphasizes the development of treatment program for abused children, conducts training programs, and offers technical assistance. A catalog of materials and services is available upon request.

U.S. Department of Health and Human Services
P.O. Box 1182
Washington, D.C. 20013

Administers federal funds for child abuse prevention and treatment, research, and demonstration projects. Also operates the NCCAN Child Abuse Clearinghouse,
Aspen Systems, 1600 Research Blvd., Rockville, MD 20850 (301) 251-5130.

Parents Anonymous
22330 Hawthorne Blvd., Suite 208
Torrance, California 90505
(800) 421-0353 (outside CA) Inside CA call (800) 352-0386

National Network of Runaway and Youth Services
905 6th Street, S.W., Suite 612
Washington,D..C. 20024
(202) 488-0739

Sponsors crisis centers where telephone and walk-in counseling, family counseling, foster home recruitment and shelter for runaways are provided. Services are free.